

**REPORT
FROM THE
INSPECTORATE**

Students' Destinations: College Procedures and Practices

National Survey Report

February 1996

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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FUNDING COUNCIL**

The Further Education Funding Council has a statutory duty to ensure that there are satisfactory arrangements to assess the quality of provision in the further education sector in England. It discharges the duty in part through its inspectorate, which inspects and reports on each college in the sector every four years. The Council's inspectorate also assesses and reports on a national basis on specific curriculum areas and advises the Council's quality assessment committee.

College inspections involve both full-time inspectors and registered part-time inspectors who have specialist knowledge and experience in the areas they inspect. Inspection teams normally include at least one member from outside the world of education and a nominated member of staff from the college being inspected.

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**Students' Destinations:
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SUMMARY

This report is concerned with the methods used by further education colleges to track the destinations of full-time students when they leave college. It describes the features of existing arrangements for the collection, collation, analysis and presentation of destinations data, highlights good practice and includes examples of how reliable information on students' destinations has been used by colleges to improve the quality of provision and services.

Fifty-six colleges participated in the survey: 30 general further education, 13 sixth form, five tertiary and eight specialist monotechnic colleges. Of these, 48 colleges had their quadrennial inspections between January and April 1995. Specially-arranged visits to 13 colleges, 10 of which had already been inspected, provided more detailed information. The survey also drew on information from 78 college inspection reports which were published by the Further Education Funding Council (the Council) in 1993-94.

There is some good practice in the collection, analysis and use of destinations data. A variety of systems for the collection of information is evolving. Some colleges know the actual destinations of 90 per cent or more of their students whereas others know only 50 per cent or less. The strength of informal relationships between students and their tutors is a key factor in the successful collection of information on destinations. Over 80 per cent of colleges make some use of this information in marketing and publicity materials. The majority of colleges have no systematic centralised system for recording data on students' destinations. Information collected informally is often not recorded and collated centrally. Very few colleges have developed explicit definitions of categories and subcategories to classify data on students' destinations. At present, colleges place more emphasis on collection of data than on use. Some governors, senior managers and staff lack access to and confidence in the accuracy of information. Most are not exploiting the wealth of data which is available to them. Rarely do colleges consider patterns emerging from destinations data, formulate hypotheses and test them. Few colleges scrutinise progression routes of students who remain in the same institution after completing courses. Although many course teams include data on students' destinations in the information used to review and evaluate courses, very few analyse the data and use their findings to influence the future design of courses. Overall, the sector has insufficient information about the destinations of its students.

In future years, information derived from the Individualised Student Record will enable the Council to generate national, regional and local data on destinations. This information will only be as accurate as the data which individual colleges provide. To improve the quantity and quality of information on students' destinations colleges should: raise the awareness of staff and governors to its importance and value; collect full

and accurate information on students who leave their courses early, those who progress to other courses and those who complete their courses, and be prepared to use a variety of methods and a number of collection points. To make more effective use of the data on destinations colleges should: classify the data into categories and subcategories which meet their own needs and are compatible with external requirements; exploit the capability of their computer-based management information systems to record and analyse information and give higher priority to data on students' destinations as measures of quality of provision and services.

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INTRODUCTION

1 This national survey report is concerned with the destinations of full-time students when they leave colleges within the further education sector. It has two purposes:

- to describe the features of existing arrangements for the collection, collation, analysis and presentation of destinations data
- to highlight good practice and provide examples where reliable destinations data have been used by colleges to improve the quality of provision and services.

CONTEXT

2 Prior to incorporation in April 1993, there was no legal requirement for colleges to collect, record and publish data on destinations. Some were expected to collect destinations data on students completing courses funded by external agencies such as the training and enterprise councils (TECs), and most sixth form and tertiary colleges recorded the numbers of students proceeding to higher education. However, most colleges were not collecting information on the destinations of all their students as a matter of routine. Legislation and developments within the further education sector over the last three years have placed greater emphasis on the systematic collection, analysis and use of destinations data by colleges.

3 Regulations made under section 50 of the *Further and Higher Education Act 1992* require governing bodies of colleges to publish annually information about the educational achievements of their students. For the teaching year 1992-93, the Publication of Information about Students' Achievements (PISA) was required for the first time on or before 31 January 1994. Data relating to the teaching year 1993-94 were required to be published on or before 31 December 1994. Publications include summary information on the intended career routes of full-time students following achievement of their qualifications at college. The Department for Education and Employment (DfEE) has recently reviewed the content of the regulations, after consulting colleges and other interested bodies on its proposals. In 1995, colleges will still be required to publish intended career routes but must do so for all their students, full time and part time. In 1996 they will be required to publish the actual destinations of all their students who achieved qualifications in the 1994-95 teaching year. This will be based on information available to colleges on or before 31 December 1995.

4 As part of its data collection strategy, the Council is working with colleges to develop an Individualised Student Record (ISR). The ISR specification includes details of the actual destination of each full-time and part-time student on leaving or on completing their courses. The

Council will request destinations data from colleges in the first phase of implementation of the ISR for the first time in February 1996, in respect of student records for 1994-95. Destinations data for the whole sector will be collected for the first time in February 1997 in respect of the records for 1995-96.

5 The Council intends to publish annually a range of college performance indicators which are of interest nationally to the Council and others such as the DfEE. These indicators will be derived from the data which the Council collects from colleges. Council Circular 94/31, *Measuring Achievement*, defines six college performance indicators which will be published for the first time after the collection of data relating to the teaching year 1994-95. One of the indicators measures student continuation. Accurate information about the destinations of students who leave before completing their courses will help to explain variations between colleges in relation to the performance indicator.

6 The new national targets for education and training aim to improve the United Kingdom's international competitiveness by raising standards and levels of attainment in education and training to world class levels. In *Competitiveness: Forging Ahead*, published in May 1995, the government restates the importance of developing and publishing data on achievement and career routes from schools, colleges and work-based learning options, in order to provide students with more informed choices at the age of 16.

7 The collection of data on destinations has therefore become a higher priority for colleges than it was a few years ago. Most colleges find difficulty in collecting accurate data. Apart from satisfying the requirements of the DfEE and the Council, many do not recognise the value of the data they have collected. This report aims to support colleges in their quest for accurate and complete data, and to encourage senior managers and staff to make wider use of the information available to them. It draws on the experiences of a cross-section of colleges in the sector which have participated in this survey.

SURVEY

8 Fifty-six colleges participated in the survey: 30 general further education colleges, 13 sixth form colleges, five tertiary colleges and eight specialist monotechnic colleges. Of these, 48 had their quadrennial inspections between January and April 1995. Specially-arranged visits to 13 colleges, 10 of which had already been inspected, took place between February and May 1995 and these provided more detailed information. The survey also drew on information from 78 college inspection reports which were published by the Council in 1993-94.

9 During college inspections and specially-arranged visits, inspectors held meetings with staff and students, investigated the capability of management information systems, scrutinised retention, examinations

and destinations data and studied appropriate documentation including colleges' published reports on the educational achievements of their students.

10 The survey also drew on information provided by the Universities and Colleges Admissions Service (UCAS), the Business and Technology Education Council (BTEC), the DfEE, the UK Heads of Careers Service Association, the TECs and the Council.

11 The first section of the report, collection of data, considers how effectively colleges collect destinations data on students who leave before completing their courses as well as for those who complete. The second section, classification of data, is concerned with how colleges classify and aggregate data to meet external and internal requirements. The third section, use of data, examines ways in which destinations data can influence the quality of provision and services within colleges.

12 Each section is structured in the same way. It begins with an introduction, describes current practices and evaluates their effectiveness. Examples of good practice illustrate key points. For two colleges, college A and college B, methods of collection, analysis and use of destinations data are described in detail. Examples of materials used by colleges are included in the appendices at the end of the report.

13 The fourth section of the report, national trends, deals with published data on destinations nationally and draws the attention of the sector to the value of obtaining accurate information about the destinations of its students.

COLLECTION OF DATA

14 The extent to which colleges collect accurate and reliable information on destinations varies across the sector. All collect some data relating to full-time students. Approximately half the colleges in the survey collect details on actual destinations and the other half focus only on intended destinations. Actual destinations refer to students' known and confirmed destinations. Students' intended destinations are dependent on examination results, firm offers of employment and personal circumstances.

15 Colleges distinguish between students who leave courses before the end (early leavers) and those who finish courses (completers) but they approach the collection of data on destinations in widely differing ways. There are differences in the time at which information is collected, the methods used to collect it and the details which are sought.

Early Leavers

16 More than half of the colleges included in the survey do not collect data on early leavers' destinations. Of those which do, the completeness and accuracy of the data depend mainly on how quickly colleges identify

students who withdraw from courses. In the best practice, records of attendance and absence are monitored. In one college, a student's absence for four consecutive weeks results in administrative staff automatically issuing a withdrawal form to the appropriate course tutor. As a result, the tutor arranges to meet the student, and, in the case of withdrawal, is responsible for recording the reasons and details of the student's destination. Withdrawal reports are published every two months. Another college recognises the need to provide a service for students once they have left the course. Interviews are arranged to offer support and guidance. Many colleges ask early leavers to complete a questionnaire giving their reasons for withdrawing from courses.

17 Data on early leavers' destinations are of value to colleges which seek to improve growth and retention rates. In one college, a proposed joint venture between the college and the careers service is for staff to monitor students' progress for six months after they leave. This particular college is aware of its role within the local community and the importance of ensuring that past students speak positively about their experiences of college when they leave. Another college obtained TEC funding to track students who had left; it demonstrated a need to discover the reasons for students withdrawing if it was to improve retention rates. The project has led to the introduction of modular courses, changes to induction programmes, and alterations to the timing of tutorials.

18 One general further education college publishes a comprehensive annual report on students' performance which includes a section on students' destinations. An extract from its early leavers' policy and procedures manual states:

The withdrawal procedure for all students should involve a rigorous and effective system for encouraging students to remain on courses wherever possible. A full discussion between student and tutor should take place to identify any underlying problems. Wherever possible students should be advised on course transfer opportunities and guidance facilities within the college.

Withdrawal forms must be countersigned by the heads of teaching teams and passed to student services. Student advisers are asked to contact students, arrange exit interviews and identify intended destinations. Completed withdrawal forms are passed to the college registrar for processing and the student database is regularly updated. The withdrawal form and the exit guidance report form used in the college are given in appendices 1 and 2. A detailed analysis of reasons for withdrawal is undertaken. Appendix 3 provides a summary of the information on students who withdrew from their courses in one teaching year.

Completers

19 In most colleges, the collection of data on actual and intended destinations of students who complete their courses usually begins with course tutors, who are asked to collect information in June and July as students prepare to leave. Often students are asked to complete questionnaires, their responses to which form part of the information collected for final course reviews. They are asked to reflect upon their experiences of college and to record actual destinations, if known, or intended destinations. Students are given additional forms and pre-paid envelopes for completion and return to college once details of their destination are known or confirmed.

20 More than half the colleges included in the survey seek confirmation of intended destinations. Some colleges do this when students come into college to collect their examination results, which is more likely to occur where the college has a large number of General Certificate of Education advanced level (GCE A level) students. Advice sessions at which students are offered individual assistance on progression have proved to be ideal opportunities for staff to elicit further information about actual destinations. Students who are still unable to give accurate information at this stage are again given questionnaires for completion and asked to return them to college as soon as possible.

21 Follow-up work to obtain outstanding information on actual destinations begins in earnest in September. The survey shows that the percentages of students returning completed questionnaires, even when colleges provide pre-paid envelopes, can be as low as 5 per cent. More informative and generally more successful is the contact by telephone, particularly if it is in the evening. The average number of attempts to make contact by telephone is two. Responsibility is given to a variety of staff. In some colleges, tutors or faculty heads are expected to update information on destinations for students from their areas. However, in the majority of cases, administrative staff undertake this task. A few colleges give the responsibility to the marketing team.

22 To improve the completeness and accuracy of data on destinations, colleges occasionally penalise students or, alternatively, offer them rewards. One college does not return library deposits to students until their destinations forms have been returned. Another reported an improved rate of returns when students knew that their completed questionnaires would be entered in a raffle with a £50 prize.

23 Colleges which have been prepared to update details on students' destinations at different stages of the year have improved the accuracy and completeness of their data. Most colleges cease to collect information at the end of October so that they can prepare reports for senior management and governors and meet the PISA deadline of 31 December. A few colleges continue to collect data on destinations

throughout the year because they want to accumulate the most accurate information about their former students. For example, one college invites students to the presentation of college certificates in December. Those attending are able to confirm details of their destinations, and those not attending are asked to provide information by post. In the following June, a cross-section of these students is invited back to the college to take part in a careers convention for existing students. This event provides a further opportunity for the college to gather up-to-date information on how students' initial plans have been confirmed or altered.

24 The strength of informal relationships between students and their tutors is a key factor in the collection of destinations data. Some students are reluctant to provide information on destinations formally in case their financial benefits are affected although they are willing to talk to their tutors informally.

25 Many colleges claim that success in collecting data on destinations depends largely on such personal contacts. Course tutors who have extensive knowledge of and contact with local communities often have detailed information about former students. These informal networks are strong in some parts of colleges and they enable accurate and complete data to be collected for particular cohorts of students. However, information captured informally is often not recorded centrally.

26 One college in the survey is collecting 1994-95 destinations data centrally rather than inviting course managers and course tutors to provide information on students in their curriculum areas. The central registry has responsibility for writing to each student at the end of a course and eliciting information on their destination. Appendix 4 is an example of the letter used. Registry staff enter data on the computer-based management information system so that it can be analysed at college level and for each teaching team.

27 Few colleges scrutinise information on students' progress to other courses within the same institution. Information on the routes taken by students completing intermediate General National Vocational Qualifications (GNVQs) is beginning to emerge as more courses come on stream. The national survey report on GNVQs 1993-94, published jointly by the Further Education Unit, the Institute of Education, the University of London and the Nuffield Foundation, includes details of expected destinations in 1994-95. These were derived from a sample of GNVQ intermediate students who were completing their courses in summer 1994. The statistics in the report demonstrate that in business, health and social care, leisure and tourism, and art and design, three-quarters of the students expect to remain in education after completing their intermediate courses; half plan to progress to advanced GNVQ courses and a quarter to other full-time courses. Research carried out by the Council during 1994-95 suggests that many students'

expectations of progressing to advanced courses will not be realised. Without an analysis of all students' destinations, colleges are unable to offer appropriate guidance.

Students with Learning Difficulties and/or Disabilities

28 Where effective systems exist, the progress and destinations of students with learning difficulties and/or disabilities are tracked as rigorously as for other students. In one college, all students with learning difficulties and/or disabilities have extensive pre-course guidance and their progress is checked by social services at regular stages throughout their time at college. Parents and other outside agencies are also involved. All intended destinations are recorded and, in the autumn term, specialist careers officers check that these have been realised. Social services continue to track students for up to one year after they leave college.

Part-time Students

29 Few colleges collect information on their part-time students' destinations. The ISR and the arrangements for the PISA from 1995 onwards require data on the destinations of all students, both part time and full time.

Recording and Accuracy of Data

30 The majority of colleges do not have a systematic centralised system for recording data. Some course managers and tutors have detailed information about their own students and collect information on students' destinations whether or not they are requested to do so. Other colleges have no detailed information about the destinations of students on individual courses, because they collect only aggregated information. The result is varying degrees of rigour in the collection of data and a lack of confidence in the validity of the outcomes. It is not uncommon for colleges to be unsure whether intended or actual destination data, or a mixture of the two, are being recorded.

31 Less than 25 per cent of colleges use computer-based management information systems effectively to track students and record their destinations. Many colleges use such systems to provide lists of students' names, addresses and courses but still rely on paper-based systems to record students' destinations. One college felt that it was not cost-effective to enter destinations data on the computer-based student record. In a few colleges, data to produce the PISA are recorded on a separate database or spreadsheet and it is not possible to transfer information to the main student database.

32 Where computer-based management information systems are well established, senior managers receive a variety of reports routinely or on demand. However, the information is not always used effectively. For example, one college has 60 categories for recording student withdrawals; the information available is detailed and accurate yet

managers rarely make full use of it. Another college successfully connects data recorded on a spreadsheet with its computer-based management information system but does not provide aggregated data for the whole college and for individual courses and programmes. In some instances, computer-based management information systems are used to support the demands of external agencies such as TECs and the careers service, but not to provide managers with data on students' destinations. Often the data are not presented in an appropriate format to be readily accessible to users.

Known Destinations

33 The extent to which colleges collect information on students' destinations for the complete cohort of leavers varies significantly. College staff commented that some students are too embarrassed to confirm failure to find jobs or secure places in higher education institutions after completing courses, and this affects the number of known destinations. Some colleges know the actual destinations of 90 per cent or more of their students whereas others know the destinations of 50 per cent or less. The average known destinations for the 56 colleges in the survey was 75 per cent. Sixth form colleges are usually better than other colleges in finding out the destinations of their students, although some general further education colleges with larger, and more diverse cohorts are equally successful.

Data Provided by External Agencies

34 The number of students progressing to higher education institutions is the most widely known and reported figure. The majority of colleges purchase information on higher education admissions, published in November each year, from the UCAS. This lists the names of students who have applied, been offered and accepted places at higher education institutions through the system. The amalgamation of The Universities Council for Central Admissions and the Polytechnics and Colleges Admissions System to form the UCAS in autumn 1993 has improved the accuracy of the data although it is still possible for students to apply directly to institutions and not to inform the UCAS. Only a few higher education institutions are not members of the UCAS. Colleges should find the UCAS data an increasingly accurate means of confirming students' progression to higher education. Art and design colleges use information provided by the Art and Design Admissions Registry (ADAR) either to confirm intended destinations or, in the case of one college, as the main source of information on its students' destinations.

35 Less than 10 per cent of colleges use the careers service to improve the accuracy and completeness of destinations data. Although colleges maintain that they have good links with their local careers offices, they create their own databases and use different data collection systems. Apart from some sharing of information about students progressing to higher education, most colleges make little attempt to compare records.

36 Co-operation with the careers service often helps to make the data collected more thorough and reliable. In one instance, where the careers service is based at the college, full-time careers officers telephone and write to students in order to add to the information already collected by the college. As a result, the college obtained accurate information on the destinations of 96 per cent of its leavers. The careers service classified the information and published it in booklet form for further distribution.

Cost of Collection

37 Very few colleges attempt to cost information on their students' destinations. Some can provide rough estimates or quantify the cost of parts of the process. For example, the costs of carrying out telephone and postage surveys were estimated at £3,000 by one medium-size general further education college and a small general further education college gave an estimate of £500. Where total costs were estimated they ranged from negligible sums to £7,500. The college which achieved TEC funding for tracking students was spending £6,700 on discovering the destinations of 633 students. Another college has calculated that this exercise would cost £3,600 for 300 students. No college in the sample had reliable figures for the costs of collecting information on students' destinations.

CLASSIFICATION OF DATA

38 Colleges which record information about students' destinations as they collect it, go on to produce data for individual courses and for the whole student population. This requires them to determine categories for classifying information so that accuracy is not lost by aggregation. Colleges use a range of classifications, some determined by external requirements and others devised to meet their own needs.

39 In publishing information about students' achievements, colleges are required to give an overview of students' career routes by classifying information about students' destinations into four broad categories. In 1993 and 1994, the PISA used the following categories:

- further education
- higher education
- employment
- none of these.

In 1995, career routes for all students aged between 16 and 18 and aged 19 or over will be published by the DfEE separately under the following categories:

- further education
- higher education
- employment
- other
- unknown.

In 1996, the information published about students' career routes will reflect the actual routes not, as now, the intended routes.

40 In 1994-95, colleges in the first phase of completing the ISR used a wider range of categories:

- continuing existing programme of study
- starting a new programme of study at the institution
- further education
- higher education
- employment
- other
- not known.

In 1995-96, all categories will continue to be used but the category of employment will be replaced by two others:

- entering new employment or changing employment
- continuing current employment.

41 Another classification commonly used by the colleges in the survey has eight broad categories, three of which are subdivided to distinguish between full-time and part-time routes. These are:

- further education, subdivided to show the numbers of students following full-time and part-time courses
- higher education, subdivided to show the numbers of students following full-time and part-time courses
- employment, subdivided to show the numbers of students gaining full-time work and gaining part-time work
- self-employment
- training scheme
- unemployment
- other, which includes students not seeking work
- unknown.

42 Whatever categories and subcategories colleges use, they need to be compatible with the requirements of the PISA and of the ISR. As long as colleges choose classifications which allow data to be aggregated into these required categories, they can define as many other categories and subcategories as they wish. Figure 1 shows the inter-relationship between the categories used in the PISA, those defined by the ISR and those defined in paragraph 41.

Figure 1. Inter-relationship between the categories used in the PISA, those defined by the ISR and those in paragraph 41

PISA	Further Education	Higher Education	Employment	None of these
ISR 1994-95	Continuing existing programme of study	Continuing existing programme of study	Employment	Other
	Starting a new programme of study at the institution	Starting a new programme of study at the institution		Unknown
	Other	Other		
A college's classification 1993-94	Full-time	Full-time	Full-time	Training scheme
	Part-time	Part-time	Part-time	Unemployment
			Self-employment	Other
				Unknown

43 All colleges in the survey are able to classify information on students' destinations according to the categories required by the PISA. About 20 per cent use only these categories. The remainder add more categories and use subcategories. For example, about 30 per cent of the colleges in the survey classify students who gain employment separately from those who join training schemes. About 30 per cent identify the numbers of students who are unemployed after completing courses. About 10 per cent of colleges use only the categories defined in the ISR. Less than 25 per cent distinguish between students progressing to courses within the same institution and those progressing to courses elsewhere; the ISR makes this distinction. About 15 per cent distinguish between full-time and part-time progression routes.

44 The range of categories and subcategories which the colleges use is often determined by the type of institution. For example, about a third of general further education colleges use classifications which distinguish between full-time and part-time routes whereas none of the sixth form colleges in the survey did. In contrast, about a third of sixth form colleges distinguish between students proceeding to universities to take degree courses and those taking other higher education courses. None of the general further education colleges makes this distinction.

Examples of Classifications

45 Figure 2 shows the categories chosen by a sixth form college which caters mainly for full-time 16 to 19 year-old students studying GCE A level, General Certificate of Secondary Education (GCSE) and/or GNVQ advanced and intermediate courses.

Figure 2. Student destination categories chosen by a sixth form college

PISA Category	Code	Subcategory	Code
Higher education	H	Degree	DEG
		Higher national diploma (HND)	HND
		Diploma in higher education (dip HE)	DHE
		Gap of one year and higher education place secure-degree	DEGY
		Gap of one year and higher education place secure-HND	HNDY
		Gap of one year and higher education place secure-dip HE	HEY
		Project 2000 nursing	2000
		Degree plus sponsorship	DEGS
Further education	F	GCE A level	AL
		Art foundation	ART
		BTEC national diploma	ND
		RSA	RSA
		Accounting foundation	ACCF
		GNVQ advanced/intermediate	GQx
		NVQ level 2/3	NVQx
		GCSE resit	GCSE
Employment	E	Full-time	FT
		Part-time	PT
		Temporary	TEMP
None of these	0	Seeking employment	SE
		Year off, applying to higher education next year	Y
		Unknown	UK
College Category			
Type of institution		University	U
		College of higher education	CH
		Same college of further education	SFE
		Different college of further education	DEE
		School	SCH
Student satisfaction with destination		Yes	YES
		No	NO

46 The first four of the college's categories match the requirements of the PISA; the remaining two have been introduced by the college. Each PISA category and all subcategories have codes. Appropriate codes for each student are entered on individual students' records within the computer-based management information system. For example, a student proceeding to higher education to follow a degree course at a college of higher education is coded H, DEG, CH, with a YES, if the

student is satisfied with the destination. This enables the college to analyse destinations data in many different ways, to suit its own purposes. For example, it monitors trends in the numbers of students progressing to higher education after spending a year out of education, the numbers going to university and the numbers proceeding to other higher education institutions. It also compares numbers of students returning to the college to resit courses with numbers re-sitting elsewhere.

47 Only one general further education college in the survey records the numbers of students whose destinations are related to their courses. The same college also records why students are unemployed after completing courses. Figure 3 shows the categories and subcategories which the college uses.

Figure 3. Students' destination categories chosen by a general further education college

PISA Category	Subcategory	Further Subcategory
Higher education	Course related Non-course related Unknown	
Further education	Course related Non-course related Unknown	
Employment	Course related Non-course related Unknown	
	Self-employed	Course related Non-course related Unknown
None of these	Training	Course related Non-course related Unknown
	Other	Course related Non-course related Unknown
	Unemployed	Waiting to start higher education Looking for a job or training course Attending further education part time In need of help and guidance Prefers not to give reasons Not looking for work because of illness, disability or pregnancy Not looking for work because of caring responsibilities Not looking for work in this area; student moving away
	Unknown	

48 These categories and subcategories provide important information particularly for managers of vocational courses. Detailed analyses of reasons for students remaining unemployed after completing courses are also of value, especially for colleges in regions of high unemployment.

49 The specifications of the ISR and the student continuation rate defined in Council Circular 94/31, *Measuring Achievement*, are incentives to colleges to pay attention to recording and analysing information on the destinations of early leavers as well as completers. One general further education college records information on early leavers' and completers' destinations in college registers. Figure 4 shows the categories and subcategories which the college uses.

Figure 4. Students' destination categories used to classify destinations of early leavers and completers

	PISA Category	Subcategory
Early leaver	Higher education	
	Further education	Student transferred to another course in college Student began a course elsewhere
	Employment	Full-time Part-time
	None of these	Other Excluded Student suspended studies and intends to return to the course Unknown
Completer	Higher education	
	Further education	Next stage of course at the college Another course at the college Course elsewhere
	Employment	Full-time Part-time
	None of these	Other Unknown
Class closed		Refund to student Student transferred to another course No refund to student

50 From the categories in figure 4, the college is able to distinguish between the numbers of students who drop out of courses from those who leave early for other reasons.

51 Data on students' destinations can be used effectively as performance indicators only if the classification of data matches the colleges' needs. Colleges which use few categories and subcategories have usually not considered the value of using the data as performance indicators. They have not identified the particular information which could influence planning, approaches to teaching and learning and other aspects of their provision. Despite creating categories and subcategories for classifying information about students' destinations, very few colleges have defined these categories explicitly. Consequently, some information is classified inaccurately.

USE OF DATA

52 Lack of access to and confidence in the accuracy and completeness of information affects the willingness of staff to make best use of aggregated data. In most colleges, staff perceive the collection, recording and classifying of data on destinations as time-consuming tasks which must be completed only for external purposes. Unless the value of such data is recognised, staff are unlikely to exploit the wealth of information available to them.

53 Colleges rarely consider the patterns emerging from the data on destinations to formulate hypotheses and test them. The questions to ask might include:

- why is the proportion of early leavers from some courses higher than others?
- why are the percentages of students progressing from foundation to intermediate and from intermediate to advanced level courses within the college higher in some vocational areas than others?
- why do the percentages of students progressing to higher education from advanced vocational courses vary significantly from one vocational area to another?
- how strong is the correlation between the subjects studied within GCE A level programmes and the degree courses to which students subsequently progress and what are the implications of this for careers education and guidance?
- why are there significant differences between the numbers of male and female students progressing to higher education from the same or similar courses?
- are the trends in destinations of students on particular courses in step with changes made to the structures of those courses?
- are enough students gaining jobs in those industries where the labour market is expanding?

-
- does the number of unemployed students emerging from particular courses suggest that related labour markets are saturated?

Quality Assurance

54 Colleges which succeed in collecting and recording accurate data for a large proportion of full-time students, and define their own categories and subcategories for classification, usually use the data on students' destinations effectively. Often they make reference to students' progression in their mission statements and use information about their students' achievements as performance indicators within their quality assurance systems.

55 The following example (figure 5) illustrates how college A has translated its mission into working practices to produce information which is of value to programme managers and others responsible for the quality of courses.

Figure 5. An outline of how college A translates its mission into working practices

Background

The college offers a wide range of predominantly vocational courses for adults and school leavers. It has over 5,000 students, of whom about 900 follow full-time courses. Over 4,500 students are aged 19 or over. The senior management team comprises the principal, vice-principal and five other managers with curricular, financial and site responsibilities. There are 14 section leaders, each of whom is responsible directly to the principal for the work of a number of programme areas within the section. Each programme area has a programme manager. A highly-effective quality assurance system underpins all the college's work.

Extract from the Mission Statement

The college must provide opportunities for each learner to establish and develop a recognised competence base of knowledge, skills and experience. This level of competence will be sufficient to provide progression into employment, higher education, other training opportunities or other roles.

Extract from the Quality Policy

A key element in ensuring provision of high quality is that the aims and objectives of courses and the progression routes available to students are coherent and explicit.

Extracts from the Working Practice Manual: Early Leavers

The management representative or delegated representative is responsible for monitoring early leavers and for any rectifying action if this is necessary.

The programme tutor discusses the reason for leaving with the student and, where appropriate, encourages the student to remain on the programme. If the student decides not to remain on the programme, an early leavers' questionnaire is completed by the student (see appendix 5).

Copies of completed questionnaires are passed to the student records officer and to the quality co-ordinator. The original is returned to the programme tutor and attached to the student's record card.

Responses to the early leavers' questionnaire are analysed using a form (see appendix 6).

Extract from the Working Practice Manual: Students' Achievements and Destinations

The section leader is responsible for instigating corrective action when students' achievements and destinations are below expectations.

Destination information is collected from a 'where are you now?' questionnaire (see appendix 7). It is sent by the examinations secretary to students who have taken examinations and completed courses leading to GNVQs and BTEC qualifications. Programme area secretaries send the questionnaire to students on National Vocational Qualification (NVQ) programmes within two months of students completing programmes. Follow-up work is undertaken by programme tutors.

Response Rate

Information on their destinations is known for over 90 per cent of students.

Analysis of Data

The following categories and subcategories are used to classify destination information:

PISA Category	Subcategory
Higher education	Full-time Part-time
Further education	Full-time Part-time
Employment	Full-time Part-time Self-employment
None of these	Training Unemployment Other (not seeking work) Unknown

Programme Review

The programme team meets at least twice yearly and carries out a programme review. For each full-time programme, the programme team analyses the achievements and destinations of its students and informs the section leader of its findings and proposed action plan.

For 21-hour students, if it is known that less than 80 per cent of students are not in employment or further training within three months of leaving, the section leader discusses with the programme team the relevance of the programme to the labour market and, if appropriate, takes corrective action in consultation with the management team. This may result in either redeveloping the programme with more orientation to employment or cancelling it.

Action plans emerging from programme reviews are sent to section leaders who forward them to the vice-principal for consideration by the senior management team.

Extract from the Response of the Senior Management Team to one Section Leader

Destinations 1993-94

- how do these compare with 1992-93?
- how well do the destinations match the details originally given in the publicity literature?
- what are the reasons for the considerable dropout in year 2 of the BTEC national courses?
- how should initial guidance be improved?
- are students unaware of the work required for success?
- are some teaching groups too large?

56 The second example (figure 6) focuses on college B's use and interpretation of data on destinations as part of its review of students' performance.

Figure 6. College B's use and interpretation of data on destinations as part of its review of students' performance

Background

This general further education college has two sites and over 6,000 enrolments of which 3,700 are full time. About 20 per cent of full-time enrolments are students aged 19 and over. In 1994-95, 10 per cent of students following two-year courses failed to return for the second year. About 8 per cent of full-time students withdrew from courses in the first two months after enrolment.

Culture

College managers regard the collection of useful, accurate data as fundamental to the implementation of the quality assurance system. Data are published and circulated widely to inform decision-making and to encourage competition between course teams.

Accountability

Each year, the college publishes a comprehensive report on students' performance which is prepared by the director of quality management. One section is devoted to students' destinations.

Collection of Data

Data are collected by questionnaire, and personal tutors follow up students who have not responded.

Data Included in the Report on Students' Performance

The questionnaire response rates for teaching teams are published.

Data from individual courses are aggregated to build up a complete picture of the destinations of the total number and percentages of students who have completed particular types of courses within the college. The table used for this aggregation is given in appendix 8.

The numbers of males and females progressing to degree courses in particular subjects, and an analysis of the geographical locations chosen by students are published in the report.

Questions Raised in the Report

Higher Education

- why have less than half the BTEC national diploma course students progressed to higher education; this is a decrease on last year?
- how does the percentage of GCE A level students progressing to higher education compare with previous years?
- why are there significant differences between the numbers of males and females gaining places?

-
- do students display the traditional gender divide in the courses they follow?
 - are there significant differences in the numbers of students choosing higher education institutions within travelling distance of home and those choosing higher education in other regions?

Further Education

- how does the number of students gaining BTEC first diplomas compare with the number proceeding to BTEC national diploma courses?
- why are female students doing better than male students up to and including advanced level, in both vocational and academic courses?

Employment and Job-seeking

- to what extent are most students completing other vocational programmes seeking employment in course-related areas?

Dissemination

The full report on students' performance is circulated to members of the corporation, the academic board and all staff in the college.

Each course leader reviews the findings with members of their team. A member of the college executive attends each team meeting.

Action plans to address the key issues identified in the report are required from all teams.

Review and Evaluation of Courses

57 Colleges which fail to collect destinations data for entire full-time student populations sometimes have accurate and useful data for particular cohorts. The following illustration (figure 7) is of the data on destinations for a cohort of 100 full-time students who enrolled on a business/computing course.

Figure 7. An example of students' destinations from a full-time business/computing course

100 ENROLLED
25 Early Leavers
4 programme too difficult
1 disliked course content
2 misunderstood course nature
1 chose a different course at this college
0 chose a different course at another college
2 started a job
1 financial reasons
2 moved home
0 took on too much
12 other
75 Completers
Higher Education
25 full-time
0 part-time
Further Education
19 full-time
1 part-time
Employment
4 full-time
2 part-time
1 self-employed
3 unemployed
Other
20

58 These statistics might prompt course teams to ask the following questions:

- why did four early leavers find the course too difficult; what does this say about our pre-course guidance and entry criteria?
- what are the other reasons for 12 early leavers?

-
- why did only one person continue in further education as a part-time student when all the others continued as full-time students?
 - why have three students not found employment; what does this say about our careers education and guidance programme?
 - which additional categories might we introduce so that we know more about what happens to students who complete courses?

59 In most of the colleges in the survey, the data on destinations are not exploited in the review and evaluation of courses. Although many course teams list destinations data as performance indicators, very few analyse the data and use the findings to influence the future design of courses. This information can provide colleges with important messages as the following examples indicate:

Analysis of the destinations of students from the BTEC national diploma course in leisure and tourism showed that employers were not recruiting our college students at the levels that we would have anticipated. Research indicated that this was because our curriculum was not related sufficiently to the sports' industry. We have made important adjustments to the content of the course as a result of this investigation.

(Staff in a general further education college)S

Destinations data confirmed that fewer students from the national diplomas in graphic design and photography were moving into employment because of a lack of jobs. We decided to give more attention to the preparation of students' portfolios so that students are able to apply to higher education as an alternative to finding work in the industry.

(Staff in a specialist art and design college)

We found that students completing one of our City and Guilds of London Institute (C&G) courses were not able to find work and were not equipped to progress to related courses. We decided to terminate the course and to replace it with a GNVQ foundation programme which gives students a broader base and opens more progression routes to them.

(Staff in a general further education college)

Publicity and Marketing

60 Over 80 per cent of colleges in the survey use data on students' destinations to promote and publicise their courses. Prospectuses, course leaflets and publications of examination results often include details of individual students' successes and of the routes they follow when they leave college. In the best examples, eye-catching leaflets containing photographs of students and short descriptions of their educational achievements and career paths highlight the benefits of studying at the college.

Name: *Jane Smith*

Previous school: *St Peter's*

Results GCE A Level: *French A, German A, economics A, general studies B*

Destination: *Oxford University to read politics, philosophy and economics*

Notes: *Jane was an active member of the student council and played for the college golf team several times.*

Paul left his local school with few qualifications. An interest in surveying led him to enrol on the course leading to the BTEC national diploma in building studies. During his two years at the college, he developed an interest in structural engineering. At the end of his course Paul received an award for excellence in construction and went on to study for a degree in civil engineering.

61 Information on students' destinations is not sufficiently exploited in most colleges' marketing and publicity materials. Although individual students' successes are often highlighted, there are few examples where data on destinations for students from particular courses are publicised. For example, a leaflet describing the essential features of a vocational course in engineering failed to point out how many students had taken up jobs or progressed to further study in related areas after leaving the course. Another college was unaware of the proportion of students progressing to higher education after completing BTEC national diploma courses, which might have helped to influence students who were undecided about whether to take GCE A level or BTEC national diploma courses. The numbers of access students progressing to higher education courses compared with the numbers enrolled on courses were rarely mentioned in publicity materials.

Liaison with Schools

62 Most colleges use destinations data to strengthen their links with local schools. One college reported that its partner schools were eager to receive information about their former students and included relevant

details in their own promotional literature. Usually, college staff compile booklets listing names of students, their previous schools, courses followed at the college and progression routes. Information is well presented, often in a glossy brochure which is circulated widely. For example:

<i>Institute: County School</i>			
<i>Student</i>	<i>Course attended</i>	<i>Progressed to</i>	<i>Where</i>
<i>Clare Collins</i>	<i>BTEC national diploma in leisure studies</i>	<i>employment</i>	<i>Blankshire County Council</i>
<i>Angela Jones</i>	<i>art foundation</i>	<i>HND in wood, metal and glass</i>	<i>Newtown College</i>
<i>Gareth Williams</i>	<i>GCE A level</i>	<i>degree course in mathematics</i>	<i>Oldbridge University</i>

<i>School: Community</i>	
<i>Course: BTEC national diploma business and finance</i>	
<i>Student: Louise Brown</i>	<i>Progressed to: seeking employment</i>
<i>Richard Carter</i>	<i>Nearby University, HND European business studies</i>
<i>Anita Harrison</i>	<i>mortgage administrator, local building society</i>
<i>Neil Wilson</i>	<i>Another University, degree course in accounting and management</i>

Longitudinal Studies

63 Longitudinal studies, in which colleges trace the careers of former students over a period of several years, are rare. Where longitudinal studies are undertaken they usually focus on students from particular courses rather than on a college-wide cohort which completed courses in the same year. Figure 8 illustrates how one college tracked students after they had completed its BTEC national diploma course in business and finance.

Figure 8. A longitudinal study of destinations of students who completed a BTEC national diploma course in business and finance

1988 and 1990:

College collected up-to-date information about every cohort of students beginning with the 1979-81 cohort

1993:

College wrote to students and asked them to update information. Each person was asked to complete a form and return it to the college.

Information Requested Included:

- personal details
- employment history
- current employment
- additional qualifications
- details of other former students
- suggestions for improving the national diploma course
- news items.

Are you prepared to talk to current students who are interested in a similar career?

Are you prepared to talk to students who gain interviews with your company?

Response Rate:

Typically, about 25 students from each cohort responded.

Record and Analysis of Data:

As part of the business technology section of the course, current national diploma students entered the information from the returned form onto a database. Twelve fields in the database allowed students to analyse information systematically.

Use of Data:

- current students used their wordprocessing and desktop publishing skills to produce a booklet about former students. It includes the current employment and work history for each student, with additional comments related to the content and relevance of their college courses. Copies of the booklet were sent to schools and to every student who replied to the survey
- course teams scrutinised suggestions for improving the content of the national diploma programme and made appropriate changes
- former students were invited to college to discuss their work with current students, some of whom were undecided about what to do when they had completed their programmes of study.

Other Uses of Destinations Data

64 Individual colleges use data on destinations for a variety of other purposes. For example, a specialist art and design college reported that information about students' destinations was often requested by parents during pre-enrolment guidance sessions. The careers director of a sixth form college uses the data in careers guidance workshops and interviews so that students know which universities and employers have accepted college students in the past. The high proportion of students gaining places in higher education after successfully completing a GNVQ science course persuaded one college to continue offering the course even though the numbers enrolling for it were low.

65 Information about the destinations of students for the college as a whole may be presented to governors, members of the senior management team and the academic board. Less than 50 per cent of colleges included in the survey were confident that the data had been presented to all three. Where information on students' destinations is an agenda item for corporation and academic board meetings it is not always discussed fully; it is more common for the findings to be noted.

NATIONAL TRENDS

66 National statistics on the destinations of students in the further education sector have not been published by the DfEE. Some organisations publish national data on destinations for particular cohorts of students. Although the information does not always refer exclusively to students in the further education sector, it does indicate national trends. For example, the *UCAS Annual Report 1993-94 Entry* includes the numbers of students from the further education sector who entered universities and higher education institutions in 1994 with particular qualifications. It also compares the qualifications which students have at entry with the types of courses they follow in higher education. Summaries of applications and acceptances to first degree and higher national diploma courses in art and design in 1994 are published in *ADAR Statistics: 1994 Entry*. Both these publications contain information which would enable colleges to judge the performance of their students progressing to higher education against national trends.

67 The destinations of samples of students who complete vocational courses validated by the BTEC are published in its annual reports. For example, the publication *Shaping the Future: The BTEC Report 1994*, contains information about the destinations of BTEC intermediate GNVQ and first diploma students, and advanced GNVQ and national diploma students. National data on the vocational areas which students enter when they leave colleges and begin work are less accessible.

68 Although there is a lack of comprehensive national data on destinations relating to students who complete courses in further education, there are publications which contain analyses of the

progression routes of students at the end of their compulsory education. For example, in July 1995 the DfEE published estimates of the numbers of 16, 17 and 18 year olds in education and training in England during the teaching year 1994-95, and showed how the proportion of the age group participating in education has grown over the past decade. The data indicate the main study aims of students. They also include the types of institutions in which students are studying; sixth form colleges and other further and higher education institutions are two of the categories.

69 In future years, information derived from the ISR will enable the Council to generate national, regional and local data about the destinations of students attending further education sector colleges. Data will only be as accurate as the information individual colleges provide. It is therefore incumbent on colleges to ensure that the information is accurate. Only then will the sector be able to monitor the progression routes of its students and promote its achievements.

CONCLUSIONS

70 The main findings of the survey are that:

- there is some good practice in the collection, analysis and use of data on students' destinations although, at present, there is more emphasis on the collection of data than on use
- colleges approach the collection of destinations data in widely differing ways; there are differences in the time at which the information is collected, the methods which are used and the information which is sought
- the strength of informal relationships between students and their tutors is a key factor in the successful collection of data on destinations
- the majority of colleges have no systematic centralised system for the recording of data on destinations; information captured informally is often not recorded and collated centrally
- the extent to which colleges collect data for the complete cohort of leavers varies significantly; some colleges know the destinations of 90 per cent or more of their students whereas others know the destinations of 50 per cent or less
- less than half the colleges included in the survey collect information on students' destinations for those who leave courses before completing them
- the number of students progressing to higher education institutions is the most widely known and reported figure
- very few colleges attempt to cost the collection of information on their students' destinations

-
- most colleges do not classify destinations data in sufficient detail, and those which do fail to provide sufficiently explicit definitions of the classifications they use in order to ensure that information is represented accurately
 - lack of access to and confidence in the accuracy of information on students' destinations affects the willingness of teachers to make best use of aggregated data
 - in most colleges, teachers perceive the collection, recording and classifying of data on destinations as time-consuming tasks which must be completed only for external purposes
 - rarely do colleges consider patterns emerging from the data, formulate hypotheses and test them
 - few colleges scrutinise the progression routes of students who remain in the same institution after completing courses
 - data on students' destinations are not exploited in the review and evaluation of courses; although many course teams receive information on their students' destinations very few analyse it and use the findings to influence the future design of courses
 - over 80 per cent of colleges use data on students' destinations to promote and publicise their courses; however, the information on destinations is not sufficiently exploited in most colleges' marketing and publicity materials
 - the further education sector has insufficient information about the destinations of its students.

71 To improve the quality and quantity of information on students' destinations, and to enable the sector and individual institutions to use it more effectively, colleges should:

- raise staff and governors' awareness of the importance and value of accurate data
- evaluate the effectiveness of their existing arrangements for collecting, recording, analysing and using destinations data; in particular, calculate the cost of collection and assess the extent to which captured data are accurate and of benefit to the institution
- collect full and accurate information on students who leave their courses early, those who progress to other courses and those who complete their courses
- use a variety of methods for collecting information and establish a number of collection points at different stages in the year to improve the accuracy and completeness of their data

-
- explore ways of working with external agencies such as the UCAS, the TECs and the careers service, which also collect data on students' destinations
 - further exploit the capability of computer-based management information systems to record and analyse data
 - select and define categories and subcategories for the classification of data on destinations which meet their own needs and are compatible with the requirements of the PISA and the ISR
 - give higher priority to data on students' destinations as measures of quality of provision and services, and scrutinise the data rigorously as a basis for enhancing the range, content and structure of courses, approaches to teaching and learning, and the advice and guidance offered to students.

COLLECTION OF DATA: EXAMPLE

Student Withdrawal Form

Part A Student Details	Surname	Student ID No.
	Forename(s)	
	Address	
	Student Signature	Date
	<i>I understand someone from the college will contact me for further discussion.</i>	
Part B Course Details	Course Code	Course Title
	Subject (if A Levels)	
	Start date	Last date of attendance
	Personal Tutor	Signature
	Head of Team	Signature
	Date	
Reason for Withdrawal	Please indicate the main factor(s) for withdrawal from the course indicated above.	
S Exit Guidance & Destination	I have contacted the student and exit guidance has been given (where appropriate)	
	Student Adviser	
	Signature	
	Please indicate the intended destination of the student:	
	i) Continuing Education <input type="checkbox"/> Yes <input type="checkbox"/> No	
	If yes <input type="checkbox"/> Higher Education <input type="checkbox"/> Further Education	
	<input type="checkbox"/> Returned to School	
	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time	
	Course Title	
	Name of Educational Establishment	
ii) Employment <input type="checkbox"/> Yes <input type="checkbox"/> No		
Approved for entry onto the Database		
	Registrar	Date

COLLECTION OF DATA: EXAMPLE

Exit Guidance Report

In Person/Telephone <i>(delete as appropriate)</i>		
Interviewer's name	Date	
Student's name		
Course	Year 1 <input type="checkbox"/>	Year 2 <input type="checkbox"/>
Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>

Reason for leaving	Office Use
.....	
.....	
.....	
.....	
.....	

If in employment:
Position/Title
Employer's name
Employer's address
.....

Alternative action	
Change course <input type="checkbox"/>	Seek employment/Job Centre <input type="checkbox"/>
Another college <input type="checkbox"/>	Visit careers office <input type="checkbox"/>
Reapply another year <input type="checkbox"/>	Use careers IT software <input type="checkbox"/>
YT/ET <input type="checkbox"/>	

COLLECTION OF DATA: EXAMPLE

Reasons for Students' Withdrawal from College

	No of students	% of students
To do with course	12	3
Not acquired correct qualifications/failed exam	3	1
Course too hard	6	1
Not satisfied with course	5	1
Disliked course content	5	1
Misunderstood nature of course	5	1
Chose different course	5	1
Other course-related reasons	11	3
To do with employer	1	<1
Lost job	1	<1
Changed job	1	<1
Chose job	24	6
Started job	42	10
Became self-employed	1	<1
Personal/other	90	22
Financial	29	7
Moved from area	12	3
Ill	8	2
Took on too much	1	<1
Course no longer related to plans	3	1
Asked to leave	2	<1
Other family/personal	11	3
Reason not known	136	33
	414	100

Notes:

- nobody left to join a youth training scheme
- some students gave more than one reason for leaving their programme early
- two students were asked to leave their programme.

COLLECTION OF DATA: EXAMPLE

Example of a Letter from a College to a Former Student Seeking Information about the Student's Destination

Dear (Name)

May I take this opportunity to tell you how pleased we are that you decided to study at Croft College and we hope that you enjoyed your time here.

We continue to take an interest in all our students once they leave college and would like to know what you will be doing when you finish your course. Whether or not you have obtained employment, or planned other activities, please let us know what you are doing.

We will forward your examination certificate to you as soon as we receive it. In order to ensure its safe delivery, please confirm that your address details are correct. We would be grateful if you could do this by completing and returning the slip below, using the enclosed envelope (no stamp required).

Thank you for providing this information. Please indicate whether you would like to remain on our database for new programmes which may be suitable for you in the future.

If we can be of further assistance to you, please do not hesitate to contact us.

Another FE course, eg GNVQ (Adv)/BTEC National Diploma
(please specify below)

Progressing to Higher Education, eg HND/BA/BSc
(please specify below)

Please specify college and course

Employed Employed
(in a job related to my course) (in a job not related to my course)

Self-employed Self-employed
(related to my course) (not related to my course)

Other – please give details below

I wish/do not wish to remain on your database (please delete as appropriate).

COLLECTION OF DATA: EXAMPLE

Early Leavers' Questionnaire

Name	Date
Programme attended	
Start date	Time on programme
Destination	
Are you continuing your studies?	Here/Elsewhere Day/Evening
Have you entered any exams?	Yes/No
If yes - which exams?	
<hr/>	
Please indicate your reason for leaving by circling the appropriate code.	
Code	Reason
10	To do with the programme
11	Not acquired the correct qualifications/failed exams or assessment
12	Programme too hard
13	Not satisfied with the programme
14	Disliked the programme
15	Misunderstood the nature of the programme
16	Chose a different programme
17	Other programme-related reasons
30	Chose a job
31	Started a job
32	Became self-employed
41	YT scheme
42	ET scheme
43	Other training scheme
50	Personal reasons
52	Financial reasons
53	Moved from the area
54	Illness
55	Took on too much
56	Programme no longer related to plans
Comments about the programme to help with future planning (PLEASE BE HONEST):	

USE OF DATA: EXAMPLE

Form used by College A to Analyse Responses to a Questionnaire Collecting Information on Early Leavers

	PROGRAMME							
	BTEC 1st Diploma Leisure Studies	BTEC National Diploma Leisure Studies Year 1	BTEC National Diploma Leisure Studies Year 2	CG 481 Leisure	BTEC National Diploma Nursery Nursing Year 1	BTEC National Diploma Nursery Nursing Year 2	GNVQ Advanced Health and Social Care	NVQ Direct
Reason for leaving								
Number of students								
10 To do with the programme								
11 Not acquired correct qual/failed exam/assess								
12 Programme too hard								
13 Not satisfied with programme								
14 Disliked the programme content								
15 Misunderstood nature of programme								
16 Chose a different programme								
17 Other programme related reason								
30 Chose a job								
31 Started job								
32 Became self-employed								
41 YT scheme								
42 ET scheme								
43 Other training scheme								
50 Personal reasons								
52 Financial reasons								
53 Moved from the area								
54 Illness								
55 Took on too much								
56 Programme no longer related to plans								

USE OF DATA: EXAMPLE

'Where are you now?' Questionnaire Used by College A to Collect Destinations Data on Former Students

Name

Address

Type and title of programme which you attended here

Full-time/evening/daytime

1 Are you employed/ET/YT/part-time/full-time?

Employer's name and address

2 Any other job since leaving college?

3 What was the aim in doing the programme?

a to get a job

b go on to another programme

c personal interest

4 Did the programme help you prepare for your chosen career?

Yes

No

5 Are there any skill areas or information which were not covered by your college programme? Please write these down on the back of this page

Yes

No

6 Have you any suggestions to help us improve the programme?

Please write these down on the back of this page.

Yes

No

7 Are you receiving any further education/training?

Yes

No

Evening school/work training/day release/21-hour programme

Programme of study

Where

USE OF DATA: EXAMPLE

Table Used by College B to Analyse Destination Data for Full-time Students 1993-94

	Total Completed Course	Total Responses	Responses Rate %	HE	%	FE	%	Employment	%	Jobseeking	%	Other	%
	BTEC first diploma												
	BTEC national diploma												
	Access												
	Higher education												
	C & G												
	GCE A level												
	Other vocational qualifications												
	TOTAL												

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