



SFR 35/2016, 31 August 2016

Coverage and robustness of our statistics is improved across all four years

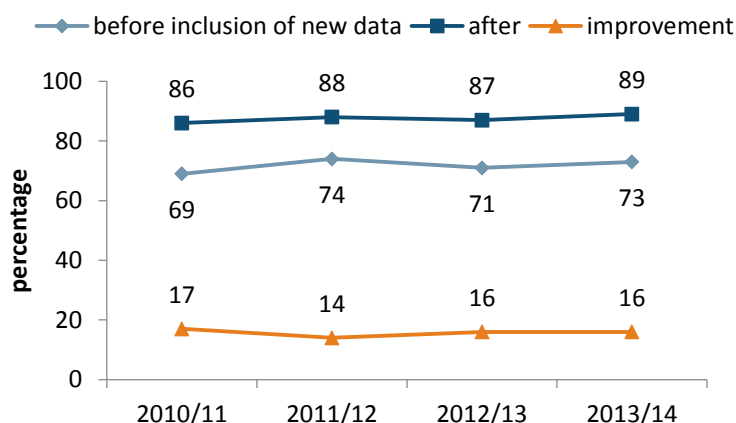
This statistical working paper provides information on the use of new employment and benefits data to improve coverage of destination measures. The paper looks at how this improves our understanding of students' destinations in the year after they completed key stage 5 study (A level or other level 3 qualifications) and reduces the proportion of students whose destination cannot be determined. Destination data for the 4 years 2010/11 to 2013/14 are examined.

The new data come from the Longitudinal Education Outcomes dataset, which links information on individuals' education with employment and earnings information from different government departments.

This analysis provides evidence that the robustness and coverage of the data has improved substantially at key stage 5 for all 4 years and forms part of our assessment of the new data and methodology.

More students are found to be in employment or education across 2010/11 to 2013/14

Improvement to destinations over 4 years



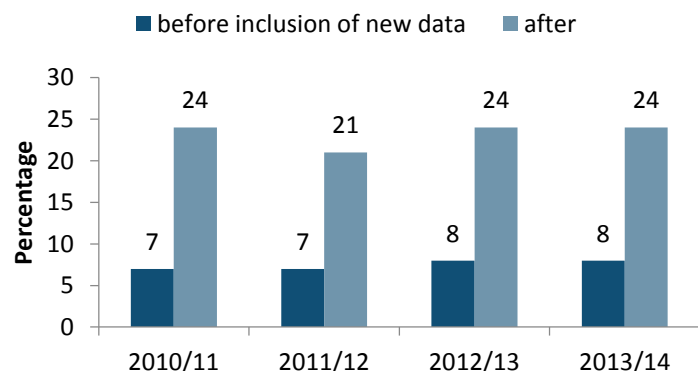
Following the inclusion of the new employment data, the proportion of students recorded as having sustained education or employment in the year after key stage 5 study is revised up for all 4 years between 2010/11 and 2013/14.

The proportion of students going into a sustained education or employment destination has increased by 3 percentage points (from 86% to 89%) over this period.

This tracks the trend identified prior to the inclusion of the new data: overall destinations had increased by 4 percentage points (from 69% to 73%).

Employment data is robust across the years with one in four students employed

Employment destinations over 4 years



Including new data produces a consistent increase in the proportion of students identified as being in sustained employment destinations in the year after key stage 5.

For all state-funded schools and colleges, sustained employment destinations have been revised up by 16 or 17 percentage points to 24% for all years, except for 2011/12 which was affected by a spike in HE entry.

This consistency indicates good data quality across these years.

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About this release

This statistical working paper shows the percentage of young people progressing to specified destinations in the years 2010/11 to 2013/14. These data are based on activity in the year after the young person completed their A Level or other level 3 qualifications.

The data presented in this working paper are revised due to the availability of new employment and benefits data and were previously published between 2014 and 2016 as destination measures experimental official statistics. More detailed information on the inclusion of the employment and benefit data and the methodologies used are provided in the first statistical working paper, [SFR34/2016](#).

The Small Business, Enterprise and Employment Act 2015 amended the 2008 Education and Skills Act to allow the linking of education data to HMRC and DWP data in the Longitudinal Education Outcomes. More information about how we use and share the data used in this release is provided in our [privacy notice](#).

In this publication

The following tables are included in the SFR:

- Key stage 5 national with revised employment 2011 to 2014.xls
- Underlying data (open format .csv and metadata .txt)

The accompanying [annexes](#) provide more detail on the new methodology and data sources. Additional information on the previous methodology is available in the [technical note](#).

Feedback

We are confident in our new methodology but welcome feedback from users on the methodology and presentation of these statistics. Please direct all comments and queries to: destination.measures@education.gsi.gov.uk

1. Background on destination measures

Schools and colleges play a crucial role in preparing young people for success in the next stage of their education or training. It is right that the accountability system should include information about the success of schools and colleges in helping their students to progress to further education, training or employment through the publication of destination measures.

Destination measures provide clear and comparable information and are increasingly being seen as a key tool in assessing how well schools and colleges prepare their students to make a successful transition into the next stage of education or training, or employment.

Destination measures have been published as experimental statistics since 2012 for both key stages 4 and 5. This analysis provides evidence that once new information from the Longitudinal Education Outcomes dataset is included the robustness and coverage of the data has improved significantly at key stage 5 for all the 4 years analysed and forms part of our assessment of the new data and methodology.

The Small Business Enterprise and Employment Act 2015, which amended the 2008 Education and Skills Act, allows information regarding individuals' employment and earnings to be linked to education participation and outcomes. This statistical working paper is the second publication that provides information on the use of this Longitudinal Education Outcomes data to improve destination measures.

2. Changes to destination measures methodology

Destination measures show the percentage of young people progressing to sustained education, employment, and training destinations in the year following completion of compulsory schooling, and after taking A levels and other level 3 qualifications (key stage 5). The measures were first published for both key stage 4 and 5 in 2012 for 2009/10 destinations and only included education destinations. The 2010/11 measures published in 2013 were the first to include employment and training destinations.

The latest destination measures were published as revised statistics on 21 January 2016 for young people completing key stages 4 or 5 in 2012/13 and going to a destination in 2013/14.

The existing measures use administrative data sources from educational institutions to identify education destinations, while employment and training destinations are derived from data collected by local authorities through the [National Client Caseload Information System](#) (NCCIS). Although coverage has improved since the first employment data was collected through this route there has been a fairly high proportion of students whose activity was not captured in each year of the experimental key stage 5 destination measures. Additionally, because coverage is low and has not been consistent year to year, it has not been possible to make robust comparisons of trends over time based on the experimental destinations measures.

On 4 August 2016 we published a [statistical working paper](#) showing that new data from the Longitudinal Education Outcomes dataset substantially improves coverage of key stage 5 destinations measures in 2013/14. This dataset, which incorporates administrative data on tax and benefits claims from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) provides more robust information on employment and unemployment. [Detailed information about the new methodology](#) is available in the first working paper.

This second statistical working paper expands this analysis, showing improvements to the key stage 5 measures once HMRC and DWP data is included for the destination years 2010/11 to 2013/14. It examines whether the upward revisions have been consistent across all years and whether the data and methodologies employed can be considered robust across this time period.

3. Improvements to key stage 5 destinations 2010/11 to 2013/14

State-funded mainstream schools and colleges

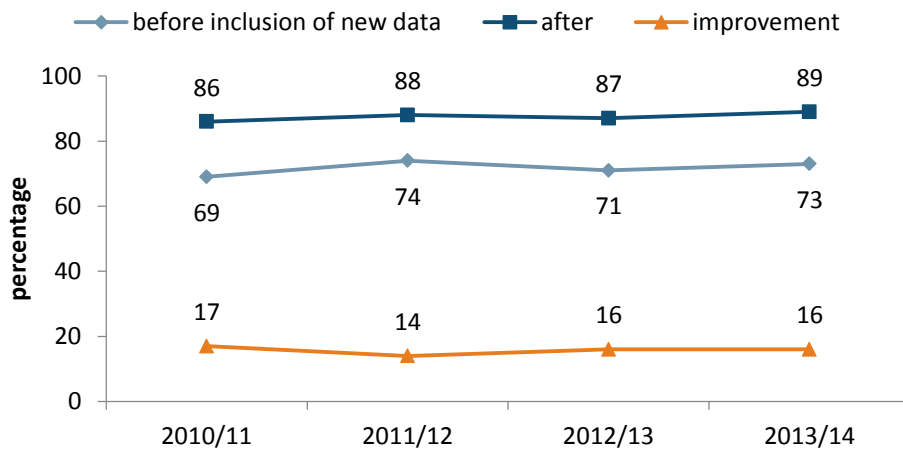
Once new data is incorporated, the coverage of destination measures for state-funded schools and colleges is similar across the four years between 2010/11 and 2013/14 indicating that the quality of the new employment and benefit data has been fairly consistent in each year (see [annexes B and C](#) for more information on data matching quality).

98% of students now have some activity captured in the destinations data in each of the last three years, and 97% have activity captured in 2010/11. Previously the proportion with activity captured varied from 80% of students in 2010/11 to 85% in 2013/14, making it difficult to robustly compare outcomes over time.

Overall sustained destinations

The proportion of students found to have sustained education or employment destinations is revised up in each year by between 14 and 17 percentage points.

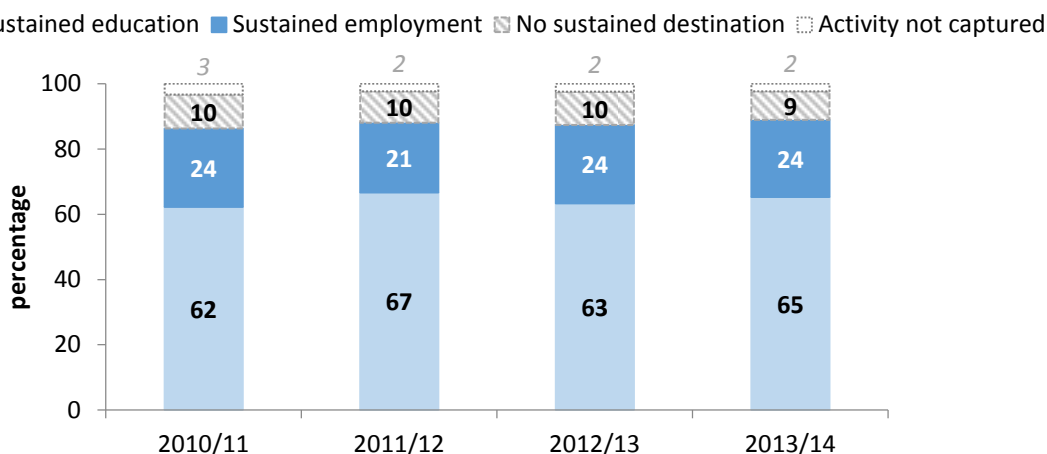
Figure 1: Percentage of students in sustained destinations after key stage 5
England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

The revised series shows a small increase over the four years from 86% in 2010/11 to 89% in 2013/14, reflecting the increases seen in education destinations over this period. The increase over this period tracks the trend identified prior to the inclusion of the new data, in which overall destinations had increased by 4 percentage points (from 69% to 73%).

Figure 2: Percentage of students in sustained education, employment or training destinations after key stage 5
England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)

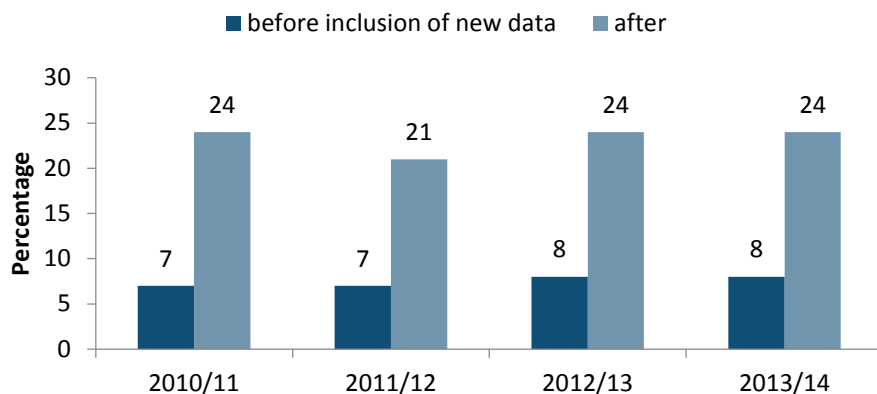


Source: Longitudinal Education Outcomes dataset

Employment destinations

The improvements are driven by increases to estimates of sustained employment. Sustained employment destinations for state-funded mainstream institutions have been revised up to 24% (up 16 or 17 percentage points) for all years except 2011/12. This shows that despite slightly more students remaining in education, employment rates have remained constant.

Figure 3: Percentage of students in sustained employment and/or training destinations after key stage 5.
England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

The effect on destinations in 2011/12 due to the increase in tuition fees.

2011/12 was the year before the rise in tuition fees and, as a result, saw an increase in students going to higher education institutions. Many who would normally have taken a gap year did not defer their higher education.

This higher take up of higher education in the year immediately following key stage 5 study has resulted in fewer students being recorded in other categories in our destinations measures. This is the main explanation for a lower proportion being found in sustained employment in 2011/12 than other years. This also impacted on the overall percentage going into sustained destinations, with a rise in 2011/12 followed by a fall in 2012/13, although the size of these year on year changes in overall sustained destinations is smaller using the new employment data.

No sustained destination

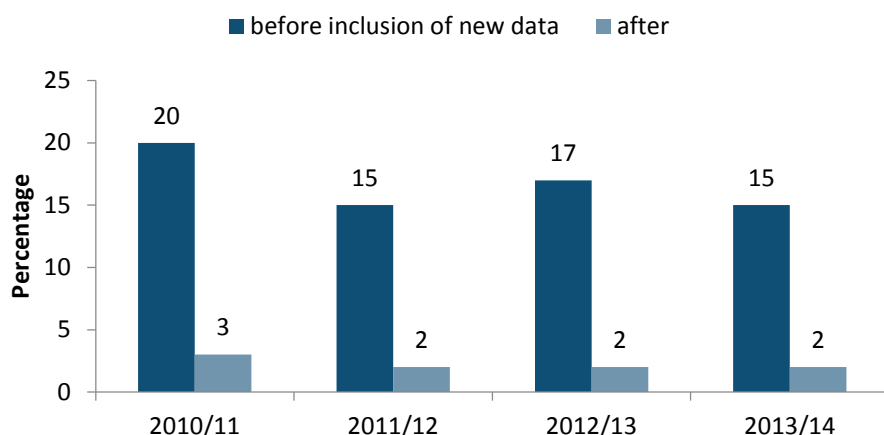
The inclusion of the new employment and benefits data has reduced the proportion of students with no sustained destination recorded across all 4 years. For all state-funded mainstream school and colleges, the proportion with no sustained education or employment destination has been revised down by up to 2 percentage points to 10% for 2010/11 to 2012/14 and 9% in 2013/14.

Activity not captured

The proportion of students with no activity recorded has been revised down by 13 percentage points or more to just 2% for 2011/12 to 2013/14. For 2010/11, this figure is revised down to 3%.

Figure 4: Percentage of students with activity not captured after key stage 5.

England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Most of these students were identified in our datasets but no employment or benefit activity was recorded against them. Only around 1% of students in each year had no recorded activity and could not be matched to any of our data sources.

Table 1 below demonstrates that the slightly higher proportion of students not captured in earlier years' data is mainly due to a smaller proportion of students being matched to any of our data sources; 1.2% were not matched and with no destination in 2010/11 compared with 0.5% in 2013/14. The proportion of students matched but having no employment or benefit claim activity in the UK over the time period remained fairly steady.

Table 1: Breakdown of activity not captured after key stage 5

England, 2010/11 - 2013/14 (state-funded mainstream school and colleges)

	2010/11	2011/12	2012/13	2013/14
Cohort	341,200	335,490	345,790	358,970
% activity not captured	3.3%	2.3%	2.5%	2.3%
<i>% Identified as a DWP/HMRC customer</i>	2.1%	1.6%	1.8%	1.8%
<i>% Not identified in any data</i>	1.2%	0.8%	0.6%	0.5%

Source: Longitudinal Education Outcomes dataset

What accounts for increases in coverage over time?

There are two reasons which could account for the small increase in the rate at which students are identified in our data sources.

Students are matched to information from HMRC/DWP using available identifiers including name, postcode, date of birth and gender. Successful matching depends on quality of recording in both education data and tax and benefits records, and may be less consistent in earlier years prior to the introduction of HMRC's Real Time Information system. Although a very high proportion of students have been successfully matched in each of the four years, analysis of match rates for the whole cohort suggest there has been some improvement to the match rate over time, with 97% being matched to HMRC/DWP data in 2010/11 and increasing to 99% by 2013/14 (see [annex B](#)).

Lower coverage in earlier years could also be due to the completeness of NCCIS data from local authorities. The quality of this data has improved over time and a small proportion of students (2% of the cohort) have a destination identified solely from this source in each year. The proportion of students matched to NCCIS data has increased from 80% in 2010/11 to 93% in 2013/14.

In all years we expect that almost all students with an education destination are correctly identified in our education data sources.

4. Improvements to key stage 5 destinations by institution type

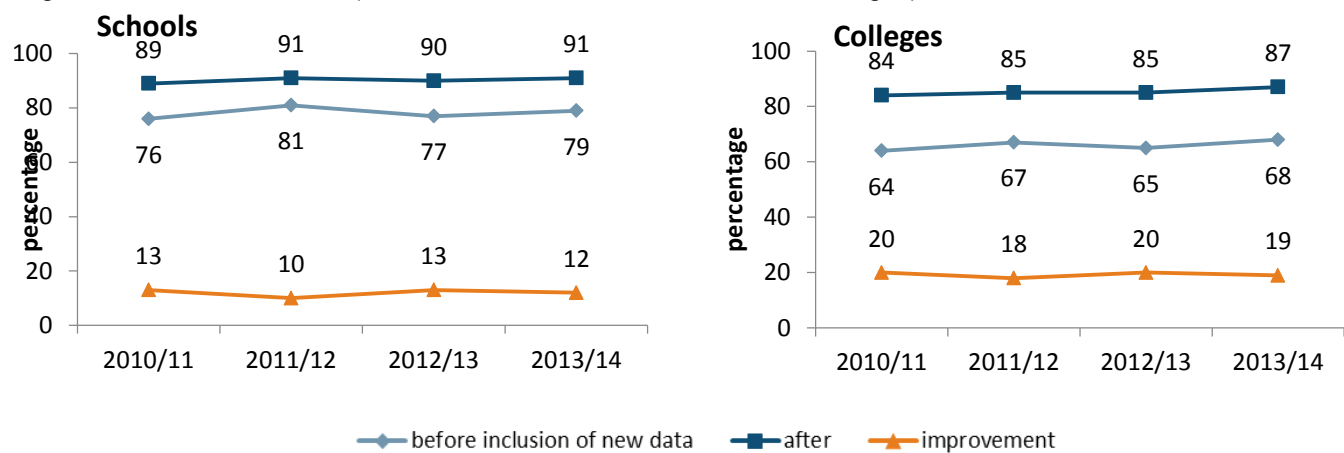
Improvements to coverage in state-funded schools and colleges

Inclusion of HMRC and DWP data has increased coverage substantially for both schools and colleges and reduced the differences seen between these sectors across all 4 years. The percentage point improvement has remained broadly constant for schools (up 12 or 13 percentage points) and colleges (up 19 or 20 percentage points) across the 4 years.

For 2013/14, the proportion of students in sixth-form and other further education colleges progressing to sustained destinations is revised upwards by 19 percentage points to 87%, compared with 91% in mainstream state-funded school sixth forms, reducing the apparent gap in outcomes between the two sectors from 11 percentage points to just 4 percentage points. A similar outcome can be seen for the previous 3 years.

Figure 5: Percentage of students in sustained destinations after key stage 5.

England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



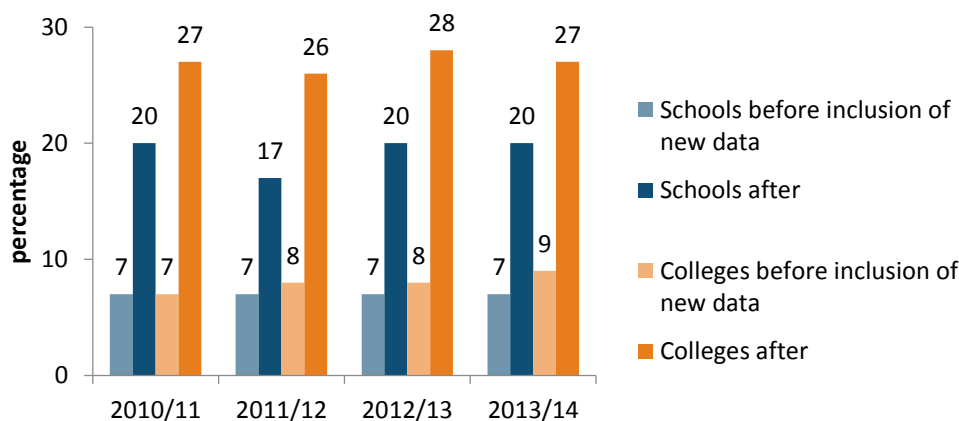
Source: Longitudinal Education Outcomes dataset

Employment destinations

Both school and college sectors have shown consistent increases in employment destinations across the 4 years. Colleges show the larger increase in the proportion of students identified as progressing directly to sustained employment through the improved data, revised up by around 20 percentage points to reach 27% or 28%. Schools have been revised upwards by 13 percentage points, up from 7% to 20%, except in 2011/12 where the employment destinations for schools now show a clear dip corresponding to the spike in education destinations.

Figure 6: Percentage of students going to sustained employment or training destinations after key stage 5.

England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

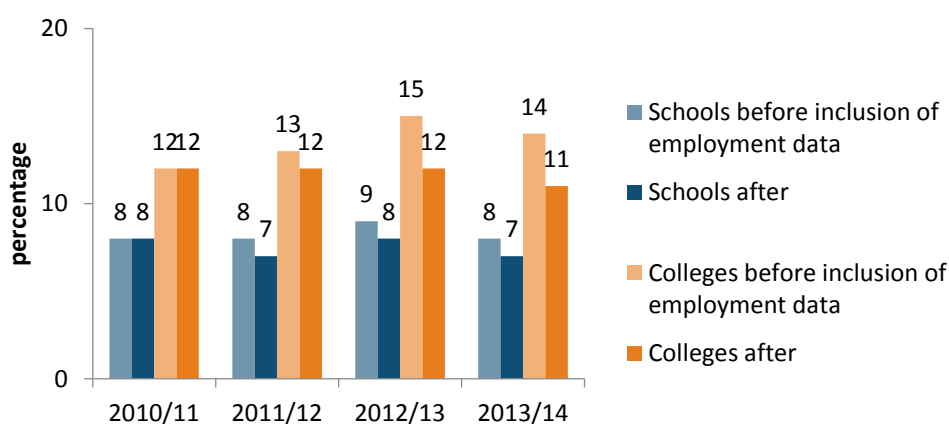
No sustained destination

There is a difference in the impact of the new data on schools and colleges in the proportion of students recorded as having no sustained destination. Previously schools showed little change over time, with 8% or 9% of students not sustaining an education or employment destination. With additional employment data this is reduced by 1 percentage point in each of the last three years to stand at 7% or 8% in each year.

The college sector previously showed increases in the proportion with no sustained destination recorded across the 4 years. The new data shows a larger downward revision of this proportion in colleges in recent years, with the proportion being revised down by 3 percentage points in the last two years. This is largely due to students with some participation in education now being found to have sustained employment, or a mixture of education or employment, throughout the October to March period.

The revised data show that there has not been an increase in the proportion of college students with no sustained destination over these four years, with the proportion remaining flat at 12% in three of the years before falling to 11% in 2013/14.

Figure 7: Percentage of students with no sustained education or employment destination after key stage 5.
England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)

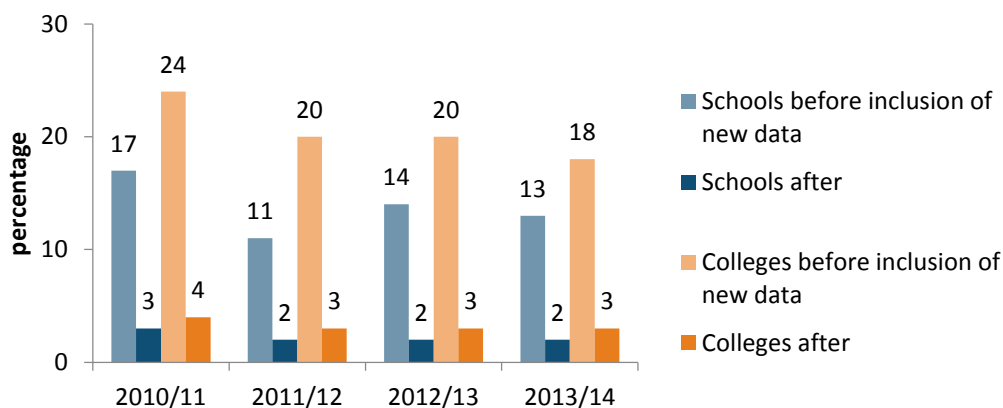


Source: Longitudinal Education Outcomes dataset

Activity not captured

The inclusion of the new employment and benefits data has reduced the proportion of students for whom no activity was captured much more for colleges than schools across all 4 years. Previously college students were much more likely to have no activity captured, but this has now been revised down to just 2% in schools and 3% in colleges in each of the last three years, and 3% or 4% in 2010/11.

Figure 8: Percentage of students with activity not captured after key stage 5.
England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)

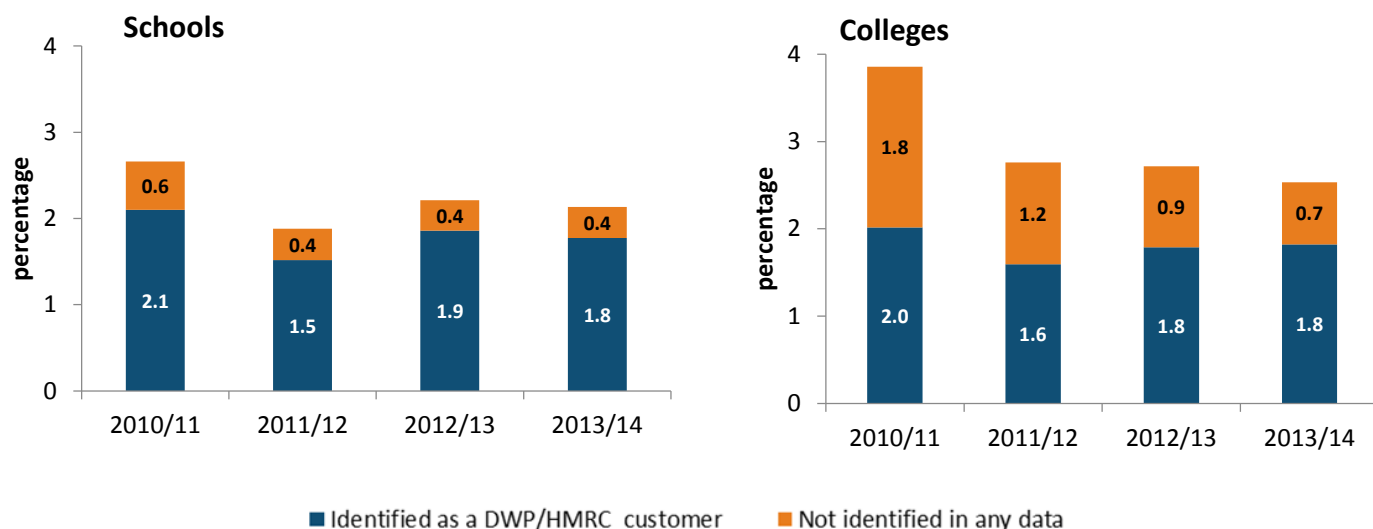


Source: Longitudinal Education Outcomes dataset

When analysing the further breakdown of the activity not captured group, both schools and colleges have similar proportions of students that were identified as being DWP/HMRC customers. These students were identified as having a national insurance number but no employment or benefit activity was found recorded against them.

The remainder of the activity not captured students are those who are not identified in any data at all. For schools, this percentage starts at 0.6% for 2010/11, drops to 0.4% in 2011/12 then remains constant for the next two years. By contrast, the percentage for colleges (1.8%) in 2010/11 is three times higher than for schools and then shows a year on year reduction until it reaches 0.7% in 2013/14. Although there is a reduction in this proportion for students in colleges, the 2013/14 figure remains nearly double the percentage for schools.

Figure 9: Percentage of students with activity not captured after key stage 5 – further breakdown.
 England: 2010/11 - 2013/14 (state-funded mainstream schools and colleges)



Source: Longitudinal Education Outcomes dataset

Why is there a difference in coverage in schools and colleges?

A major reason for higher coverage in schools than colleges is due to the types of destination students progress to. In 2013/14 72% of school leavers were found in a sustained education destination compared to 60% of college leavers. We believe that the coverage and robustness of our education data is very high. While this paper demonstrates that a very high proportion of students not staying in education have now been matched to our other sources, in both sectors a small difference in coverage remains.

Analysis of matching to HMRC/DWP data for the whole cohort across the four years suggests that match rates have tended to be slightly higher for schools: with 98% of school students and 97% of college students being matched successfully in 2010/11. By 2013/14 match rates were 99% for both groups (see [annex B](#)).

Lower coverage in earlier years could also be due to the completeness of NCCIS data from local authorities. The quality of this data has improved over time, particularly in colleges, and a small proportion of students (2% of the cohort) have a destination identified solely from this source in each year. The proportion of college students matched to NCCIS data has increased from 76% in 2010/11 to 92% in 2013/14, while for school students it has increased from 85% to 94%.

Improvements to coverage in independent schools

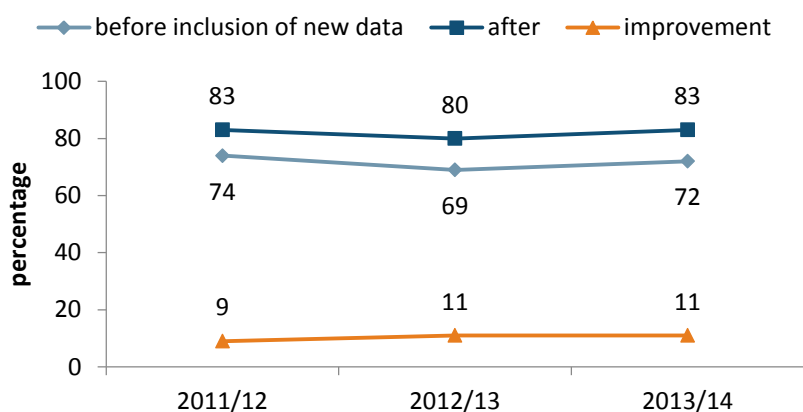
Independent schools in destination measures

There are only 3 years of data for Independent schools as they were included in destination measures for the first time in the 2011/12 publication.

Previously published destination measures have lower coverage for students completing key stage 5 in independent schools. Local authorities were not required to monitor these individuals through NCCIS so almost no information on onward employment of these students has been recorded. The inclusion of employment data has meant the overall destinations for independent schools has been revised up by 11 percentage points (from 72% to 83%) for 2013/14 with previous years showing a similar improvement.

Figure 10: Percentage of students going to sustained education, employment or training destinations after key stage 5.

England: 2011/12 - 2013/14 (independent schools)

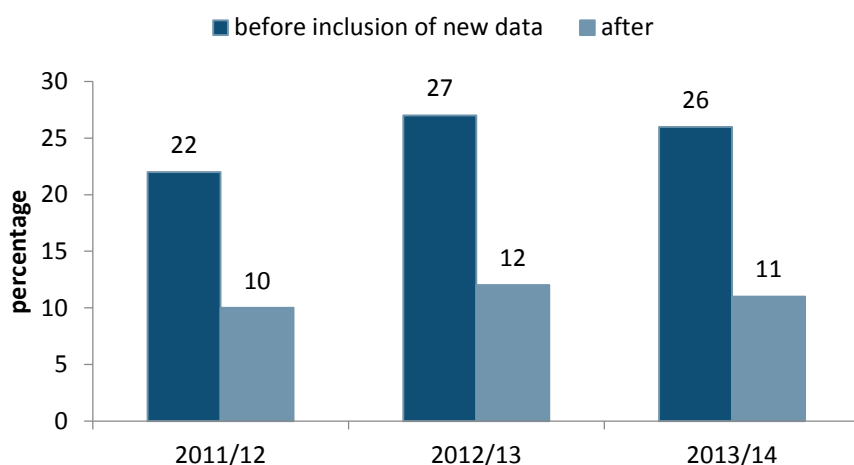


Source: Longitudinal Education Outcomes dataset

Overall, the proportion of students leaving independent schools that are not captured through any source is revised down by 15 percentage points, to 11% of the cohort for 2013/14. Previous years show a similar level of coverage using the revised data. This is still a higher proportion than for state-funded schools and colleges, but the new data source delivers a large improvement to coverage of destinations in the independent sector in each year.

Figure 11: Percentage of students with activity not captured after key stage 5.

England: 2011/12 - 2013/14 (independent schools)



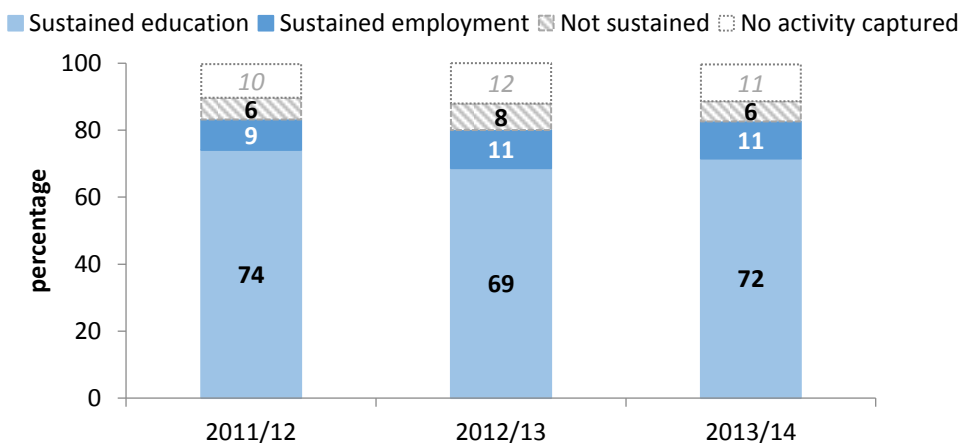
Source: Longitudinal Education Outcomes dataset

There are only three years of data available for independent school destinations and there remain a larger proportion of students with no activity captured than in the state-funded sector so it is difficult to identify meaningful trends in the new data. In each year a smaller proportion of students are found in employment or without a sustained destination than for state-funded schools or colleges.

As for state-funded schools, it is likely that the greater proportion of students entering higher education directly after the end of key stage 5 in 2011/12 has led to fewer students in sustained employment in this year.

Figure 12: Percentage of students in sustained education, employment or training destinations after key stage 5

England: 2011/12 - 2013/14 (independent schools)



Source: Longitudinal Education Outcomes dataset

Why are there still differences in coverage between sectors?

The remaining differences in coverage between the state and independent sectors could be due to two main reasons:

a) A lower rate of success in matching independent school students to other administrative data sources. Matches are made when a record believed to identify the same individual is found, based on name, address, gender, date of birth and National Insurance number between national pupil database records and data held by HMRC and DWP.

Pupil address information is not collected by the Department for Education from independent schools. This missing data means a successful match is less likely to be made, as could other inconsistencies in how information, such as names, is recorded.

Also, international students and those whose parents did not claim child benefit may not have been issued a National Insurance number and therefore not appear in HMRC or DWP data.

b) A higher likelihood of independent school students progressing to destinations which cannot currently be captured by our data sources. For example students who live or study overseas¹, undertake activities other than paid employment or study in the UK, or who are self-employed in the year following completion of key stage 5 are currently recorded as not captured.

¹ The [Independent Schools Council \(ISC\) Annual Census 2016](#) suggests that, for the schools they cover, 3.8% of students progress to overseas higher education institutions, mainly in USA and China. They also identify that 55% of their 28,000 students whose families live overseas are in years 12 or 13, amounting to a substantial proportion of independent school leavers.

5. Next steps

We will incorporate the methodologies outlined in the two statistical working papers into future publications of destination measures. The employment and benefit data will be included in both key stages 4 and 5. The schedule of upcoming publication is as follows:

October 2016	Provisional key stage 4 and 5 destination measures for 2014/15 using the new employment and benefits data. This publication will include destination measures at the national, local authority, parliamentary constituency, and institution level. Key stage 4 data for state-funded schools will also be included in school and college performance tables .
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January 2017	Revised key stage 4 and 5 destination measures for 2014/15 using the new employment and benefits data. This publication will include destination measures at the national, local authority, parliamentary constituency, and institution level. Data for state-funded institutions at both key stages will also be included in performance tables. See our 2016 statement of intent .
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We will continue to investigate further improvements to destination measures. The employment data used for this publication is taken from tax records submitted by employers to Her Majesty's Revenue and Customs on behalf of their employees; these do not include self-employment. We will explore the suitability of including self-assessment tax returns from HMRC in future destination measures.

It will be necessary to include further benefits data in future. The data used for this publication does not include any claims from Universal Credit (which will have had very limited effect on coverage over the period 2010/11 to 2013/14). We are working closely with colleagues at the Department of Work and Pensions to explore the inclusion of Universal Credit data in destination measures in future.

This paper sets out that destinations data for previous years has been improved by the inclusion of new employment and benefits data. This provides a national level baseline from which we can understand future destination measures trends. It is not proposed to revise the experimental statistics of local and institution level destination measures for previous years.

6. Feedback

The department invites users to provide views on the methodology. Please direct all comments and queries to the following email address: destination.measures@education.gsi.gov.uk.

7. Accompanying tables

The following tables are available in Excel format on the department's statistics website: [Improvements to destinations of key stage 5 students: 2014](#)

National tables (key stage 5)

NA1_Sch	Percentage of students who entered an A Level or other level 3 qualification, going to, or remaining in, an education or employment destination the following year. 2010/11 – 2013/14 time series. (State-funded mainstream schools)
NA1_Col	Percentage of students who entered an A Level or other level 3 qualification, going to, or remaining in, an education or employment destination the following year. 2010/11 – 2013/14 time series. (State-funded mainstream colleges)
NA1_Ind	Percentage of students who entered an A Level or other level 3 qualification, going to, or remaining in, an education or employment destination the following year. 2011/12 – 2013/14 time series. (Independent schools)
NA1_SFM	Percentage of students who entered an A Level or other level 3 qualification, going to, or remaining in, an education or employment destination the following year. 2010/11 – 2013/14 time series. (State-funded mainstream schools and colleges)
NA1_TOTM	Percentage of students who entered an A Level or other level 3 qualification, going to, or remaining in, an education or employment destination the following year. 2011/12 – 2013/14 time series. (Mainstream schools and colleges including independents)

When reviewing the tables, please note that:

The department is seeking views on the methodology	This working paper improves existing destination measures by incorporating new sources of employment and benefits data. We would welcome your views on the proposed methodology and presentation of results described in this paper. Please send any comments or queries to: destination.measures@education.gsi.gov.uk
We report on a variety of schools and colleges.	This statistical working paper includes destinations of students from mainstream state-funded schools and colleges. Breakdowns for mainstream independent schools are also provided in the separate tables. Special schools are not included in this working paper.
Students with deferred higher education places are not included in education destinations	Students accepting a deferred higher education offer (including gap year students) are <u>not</u> included in this publication as entering higher education. Such students may appear as in employment or not be captured depending on their activity during the year.
We use the national pupil database.	Data from the national pupil database are used to calculate the destination measures. The national pupil database is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.
For education destinations, four administrative data sources from the national pupil database are used.	Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely: <ul style="list-style-type: none"> • Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions. • School Census covering English schools. This also includes maintained and non-maintained special schools • Awarding Body data for independent schools • Higher Education Statistics Agency covering United Kingdom higher education institutions

For employment, training, benefits and not in education, employment or training destinations we use three sources.	In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets: <ul style="list-style-type: none"> • Her Majesty's Revenue and Customs P45 data • Department for Work and Pensions national benefit database for out-of-work benefits. • National Client Caseload Information System covering English local authorities.
Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England at key stage 5.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We round numbers.	To preserve anonymity, we show totals to the nearest 10. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	Symbols are used in the tables as follows: (0) where any number is shown as 0, the original figure was zero (x) small number suppressed to preserve confidentiality, or where a percentage is based on a small number (.) not applicable (-) positive % less than 0.5

8. Further information is available

This release follows up on our first statistical working paper	A statistical working paper showing that new data from the Longitudinal Education Outcomes dataset substantially improves coverage of key stage 5 destinations measures in 2013/14. This paper includes information on improvements to coverage for different student characteristic groups. Detailed information about the new methodology is available in this publication. Improvements to destinations of key stage 5 students: 2014
Previously published figures are still available	Destination measures that exclude the Department for Work and Pensions and Her Majesty's Revenue and Customs data are available on gov.uk for the years 2009/10 – 2013/14. A detailed technical note is published alongside the Destination measures publications. Statistics: destinations of key stage 4 and key stage 5 pupils
For some related publications	Experimental statistics on employment and earnings outcomes of higher education graduates using the LEO dataset: Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset Participation in Education, Training and Employment by 16-18 year olds statistical first release is published here:

Widening Participation Measures are published at:

[Widening Participation in Higher Education August 2016](#)

On how we use and share the data

Non-statutory guidance from the Department for Education to describe how we share and use education, employment and benefit claims information for research and statistical purposes:

[Longitudinal education outcomes study: how we use and share data](#)

9. Technical information

The accompanying [annexes](#) provide quality and methodology information about this statistical working paper. The annexes provide further information on the data sources, their coverage and quality and explain the methodology used in producing the data, including how it is validated and processed.

More technical information on destination measures is available in the [technical note](#) from the January publication. This note will be updated with the new methodology in October 2016.

10. Get in touch

Media enquiries

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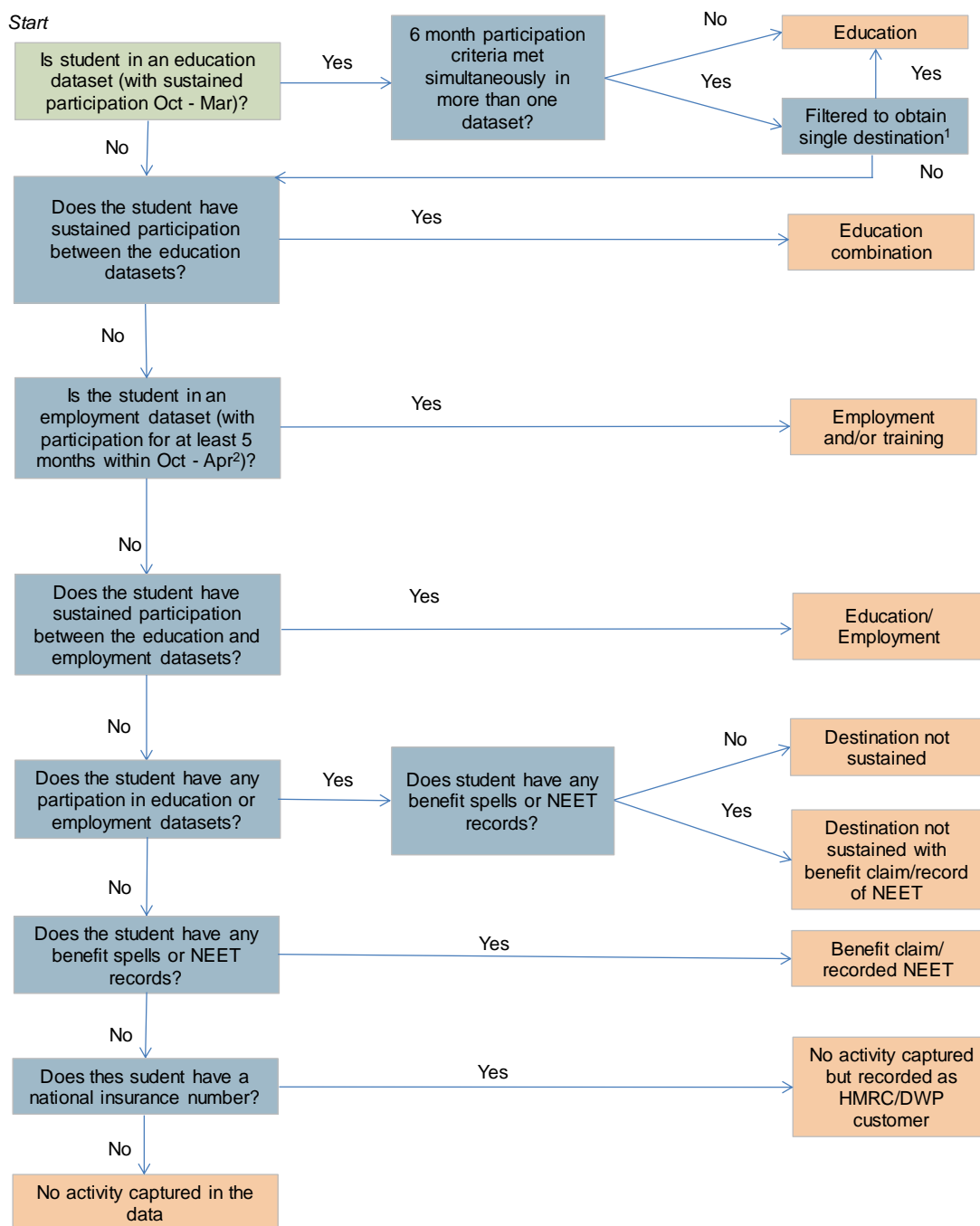
Other enquiries/feedback

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Annex A: Methodology for calculating destination measures

Flow diagram showing the high level process of assigning a destination to a young person



Apprenticeships

A student is also reported in an apprenticeship destination if they have a sustained destination (education, education combination, employment and/or training and education/employment) and are also recorded in the Individualised Learner Record as taking a funded apprenticeship.

Footnotes:

1. [See technical note section 66.](#)
2. [See technical note section 52.](#)

Annex B: Summary of matching of key stage 5 destinations data

Percentage of students taking A level or other level 3 qualifications in the years 2009/10 to 2012/13 who were linked to the Department for Work and Pensions' Customer Information by institution type

	Percentage of students successfully linked to tax and benefit records			
	2009/10	2010/11	2011/12	2012/13
State-funded schools	98%	99%	99%	99%
State-funded colleges	97%	98%	98%	99%
Independent schools	-	86%	85%	84%
All special schools	-	96%	93%	94%
Total state-funded mainstream schools and colleges	97%	98%	99%	99%
Total mainstream (includes independents)	97%	97%	97%	97%
All schools and colleges	97%	97%	97%	97%

Footnote: Special schools and independent schools were not included in destination measures for the 2009/10 cohort.

Annex C: Summary of data sources

The new data sources incorporated into this statistical working paper are taken from the Work and Pensions Longitudinal Study. This is a long established dataset which consists of data on employment from Her Majesty's Revenue and Customs and data on benefit claims from Department for Work and Pensions:

- P45 employment dataset collated from income tax records for employees since 1998/99
- National Benefits Database collated from benefit claim records since 1999

The National Benefits Database is taken from the underlying benefit payment systems and is supplemented by information entered by Jobcentre advisers. It provides a complete record for claimants of out-of-work benefit claimants excluding those on Universal Credit.

Data processing for P45 data:

The P45 employment dataset contains start dates and end dates of employment spells and covers employees eligible for pay-as-you-earn (PAYE) tax. Low-income individuals who earn below the minimum tax threshold may not be included if they work for a small employer.

There are a few uncertainties in the P45 records:

- There are some records with uncertain start or end dates for employment.
- Continuing spells of employment are flagged as ending on '31Dec9999'. However, in many cases it is difficult to assess if the end date is coded '31Dec9999' because the employment spell is associated with an ongoing job or because the actual end date is missing;
- The data contains a large number of duplicates and "near duplicate" employment spells.

To take into account the presence of possible "near duplicates" we adopted the long-standing method used by Department of Work and Pensions:

- For any record with an uncertain start that ends on the same date as another record with a certain start, we kept only the record with the certain start;
- When two records have the same start and one has an uncertain end we kept the record with the known end.

After these cleaning steps there are still some uncertainties in start and end dates in the employment records. In 17% of employment records only the year is known and not the exact date. When the exact date is unknown we assume that the individual was employed for the entire year excluding any days on which they were claiming out-of-work benefits. The majority of these uncertain dates are from before the introduction of the Real Time Information system for collecting employment data and so the quality of the data is expected to continue to improve as employment spells that began before Real Time Information become less relevant for calculating destination measures.

The introduction of HMRC's Real Time Information system is expected to have led to improved quality of data on employment from April 2013 when most employers were enrolled. Real Time Information (RTI) improves the operation of the PAYE system by creating more up-to-date taxpayer records. PAYE, employers and pension providers now tell HMRC about tax and other deductions at the time payments are made – as opposed to reporting them all at the end of the year. This will enable us to obtain more up-to-date, accurate data. In particular, when determining students' destinations, this should lead to increased coverage of employment records below the tax threshold and more accurate determinations of employment spell start and end dates.



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<https://www.gov.uk/government/collections/statistics-destinations>

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