



Department
for Education

Destination Measures: Technical notes

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Background

Figures in this Statistical First Release, SFR (experimental statistics) are obtained from matched administrative data. This is the second publication on Destination Measures and is classified as experimental statistics as the employment data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. The data should be treated with caution as this is the first year for which employment data have been produced.

Definition of Destination Measures

- Percentage of 2009/10 Key Stage 4 Cohort going to, or remaining in, an education and/or employment destination in 2010/11
- Percentage of students, in 2009/10, who were entered for A Level or other level 3 qualification, going to or remaining in an education and/or employment destination in 2010/11

Cohort

This SFR reports on young people in Key Stage 4 (KS4) and Key Stage 5 (KS5) in the 2009/10 academic year and identifies their education and/or employment destinations in the 2010/11 academic year.

The base cohort includes students in English schools and colleges only. The coverage of destinations is explained in the 'Data sources' section below.

Key stage 4 (KS4)

The 2009/10 cohort is obtained from the published Performance Tables (PT) where

- Young people are identified as being at the end of KS4. In the majority of schools, students in Year 11 in the 2009/10 academic year were at the end of KS4, but some may have completed this Key Stage in an earlier or later year group.

The cohort is from state-funded mainstream schools only, which include

- Academies - Sponsor Led (AC)
- Community schools (CY)
- Voluntary aided schools (VA)
- Voluntary controlled schools (VC)
- Foundation schools (FD)
- City Technology Colleges (CTC)

Key stage 5 (KS5)

The 2009/10 cohort is obtained from the published Performance Tables where:

- Young people aged 16, 17 or 18, were entered for A levels or other Level 3 qualifications during the 2009/2010 academic year; this is otherwise referred to as 'Key Stage 5' (KS5).

The qualifications included in the tables are on the basis of being the same level of challenge as an A level. AS's and vocational qualifications are included as Level 3 qualifications. However students are only included in the cohort if they have entered a qualification similar to the size of an A-level.

A student is only included in the cohort if they have been entered for at least one A level or other level 3 qualification. Someone who has been entered for a BTEC National Award will be in our cohort, but someone who has been entered for AS Levels only will not be in the cohort.

The Destination Measures KS5 cohort is for state-funded mainstream schools, as listed in the KS4 section above, plus the addition of Further Education Colleges and Sixth Form Colleges.

Alignment with Performance Tables

The cohort count for each institution aligns with the cohort count published in the Performance Tables. The cohort count at Local Authority (LA) and National level will not align as the Destination Measures exclude independent and special schools, which Performance Tables include.

To align with the Performance Tables, a young person is included in the school/college figure if they have been flagged in the data as being included in the school/college 'number on roll'. To ensure that the young person isn't counted twice, their record is only included in the LA or National total if they have been flagged as being included in the LA's 'number on roll' or the national 'number on roll' respectively. This means that, even if the young person is included in more than one school/college, they should only appear once in the LA total and once in the national total. Also, some schools who participate in consortia arrangements for Sixth Form provision report at consortia level rather than at school level. Therefore school figures will not always add to LA totals, and LA figures will not always add to the national total.

LA totals include students according to the LA in which their school/college is located. They are not based on the residency of the young person.

For further detail on the definition of the Performance Tables cohort, see <http://www.education.gov.uk/performancetables/>

Academic age

The ages used throughout the publication are outlined in the table below. The publication refers to academic age, which is the age of the young person on the 31st August of the specified academic year, e.g. age at 31 August 2009 for the 2009/10 academic year.

Table 1: Academic Age

2009/10 cohort		2010/11 destinations
Academic age of cohort (years)	Year Group	Academic age going to destination (years)
15	11	16
16	12	17
17	13	18
18*	-	19

* Students in the cohort who may have taken their exams a year later.

Time Lag

Creation of the Destination Measures requires higher education (HESA) data to be matched to the pupil data in the National Pupil Database. The HESA data used in this Release are for the academic year 2010/11 and these are the most recent data to have been matched. This publication is therefore reporting on 2009/10 KS4 and KS5 (A level or other level 3 qualification/s) students who went on to education destinations in 2010/11.

1. Education Destinations

Education data sources

Data from the National Pupil Database (NPD) are used to calculate the Destination Measure. The NPD is a longitudinal database linking pupil/student characteristics (eg age, gender, ethnicity) to school and college learning aims and attainment information for children in schools and colleges in England.

Three administrative data sources used in compiling the NPD have been used to determine the education destinations, namely:

- School Census (SC) covering English schools
- Individualised Learner Record (ILR) covering English colleges and Further Education providers
- Higher Education Statistics Agency (HESA) covering United Kingdom Higher Education Institutions

The matching of these databases is undertaken at individual level using personal characteristics such as name, date of birth and postcode. A Pupil Matching Reference (PMR) number is attached to allow linking of the data. The destinations are derived from linking the 2010/11 data sources to the 2009/10 cohort using the PMR number.

Deferred HE offers (including 'gap year' students)

In addition to the data sources above, information on deferred HE offers was received from the Universities & Colleges Admissions Service (UCAS); this covers United Kingdom Higher Education Institutions.

Sustained participation in education destinations

To be included in the Measure, young people have to be recorded in sustained participation in all of the first two terms of the year at one or more education destinations. This therefore encourages schools and colleges to support and prepare their students to progress to a destination which offers sustained engagement.

Sustained participation is defined to be between October 2010 and March 2011 in the 2010/11 academic year, as this addresses change at the start of the academic year, where young people may switch courses or, particularly for higher education, start later. It is also the measurement period that is closest to the point at which the young person left their former school or college and so is the period over which the institution has most influence.

'Education combination' line

Students who have completed the required six months but with different providers (e.g. two months in a school sixth form followed by four months in a FE college) will be included in the Measures, reported in the 'Education combination' line. The two blocks

can be of unequal length but they must completely cover the 6 month participation period.

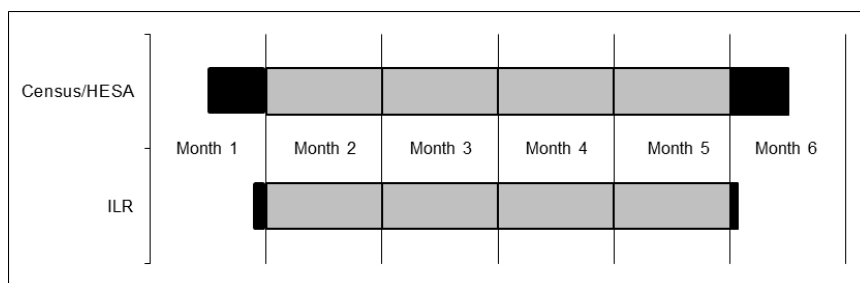
This is different to last year (2012) when the ‘School/College/HEI combination’ line counted students who had completed one term of study (Oct-Dec) in one type of institution and the following term (Jan-Mar) in a different type of institution. To be counted in the Measure now, the young person only needs to have completed two blocks of study; this does not have to be a term.

Calculation of sustained participation in education destinations

Sustained participation is calculated using recorded start and end dates for participation within each of the relevant datasets.

To bring monthly attendance more in line across the ILR, Census and HESA datasets, participation is now calculated on a slightly different basis to last year. In the ILR, the final month of an aim is counted as being ‘in participation’ if attendance occurred on at least the first day of that final month whereas, for last year, attendance in the Census and HESA datasets was counted if it occurred up to at least the midpoint of the final month. Likewise for the first month of an aim, the ILR required at least the last day whereas the Census and HESA required at least the last half of the month. These differences are shown in chart 1 below.

Figure 1. Measuring participation across datasets



To bring Census and HESA data in line with the ILR, the sustained participation for each learner now uses the ILR methodology across all destination datasets.

This is a change to last year (2012) and will slightly increase the number of students counted in the Measure.

2. Employment, Training and young people NEET

Employment, Training and NEET data source

One administrative data source has been used to determine young people in Employment, Training or Not in Education, Employment or Training (NEET), namely:

- National Client Caseload Information System (NCCIS) covering English local authorities.

The matching of this database used the same methods as the education datasets outlined above.

Sustained participation in Employment and Training destinations

Participation in employment and training

The current methodology for the education destination participation is such that any given month is in 'participation' providing the young person has attended an education destination at any time during that month. To align with the education participation, employment/training participation in any month is counted as being in 'participation' providing the young person has been in work or training at any time during that month. If a young person has a period of NEET and employment in the same month, they will be deemed to be in employment for that month.

Calculation of sustained participation

Sustained participation for NCCIS data is counted if there are at least 5 months sustained participation. This is different to the 6 months used in the education methodology, as explained below.

Analysis of the data highlighted many cases where the sustained participation periods of employment and training were interspersed with a single month of 'something else'. This often took the form of a NEET category. Although many of the young people continued in employment or training beyond the 6 month participation period they would not have counted in the Measure due to this single month 'pause' in the sustained participation period. As there is less permanency and security with employment than in education, it was felt this needed to be taken into consideration in the methodology. It was therefore agreed to permit a single month period of 'something else' within the 6 month period.

In addition, if the 'something else' occurred during the final month (March) of the 6 month period then it was agreed that the next month's (April) activity code should be checked. If the April code was employment or training then March would be treated as a pause and the participation criteria would be met, otherwise the participation criteria would fail.

Incorporating employment and training data into the Measure

The full list of 2010/11 codes from the NCCIS database are in Annex 2. The following paragraphs explain how they have been included and reported in the Measure.

Employment and Training

The table below shows how employment and training codes are allocated to the various reporting lines.

Table 2. NCCIS categories included in the Measure

Reporting Line	Categories Included	Codes
Employment with Training	<ul style="list-style-type: none"> • Apprenticeships • Employment with training to NVQ2 or above • Employment with locally recognised training 	310, 320, 340
Other Employment	<ul style="list-style-type: none"> • Employment (without locally recognised training or training to NVQ2 or above) • Temporary employment • Part Time Employment (average of less than 16 hours per week) 	330, 350, 360
Other Training	<ul style="list-style-type: none"> • YPLA funded training (E2E) • Other YPLA funded training • Other training • Training delivered through Work Programme 	410, 420, 430, 440

Training activity codes 410 and 420: these codes relate to EFA funded training, which should be reported in the ILR database. Therefore if all of the 6 participation months contained these two activity codes then this training would not be reported from the NCCIS data, as it would be reported from the ILR. This form of training can, though, be permitted along with other employment or training codes to form part of a sustained period of Employment/Training. Apprenticeships (code 310) should also be captured through the ILR, rather than in the NCCIS.

‘Education/Employment/Training Combination’ line

If the employment and training participation does not meet the full 5 months sustained participation criteria but would be met if combined with educational participation, then the young person can be included in the ‘education/employment/training combination’ reporting line.

The education destinations currently permit one swap between institution types during the 6 month participation period. Similarly, one swap between education and employment/training is allowed in this combination line.

Hierarchy of destinations

Wherever a sustained education destination overlaps with an NCCIS derived destination, the education destination prevails.

3. Reporting of participation not sustained and young people NEET

Destination Not Sustained

This includes students whose records show that, for the majority of the 6 month period, the student was participating in either an education or employment destination, but did not have continuous participation from October to March. Even if the young person also had some record of NEET during this time they would be captured in this line, as it is primarily capturing those with young people just missing out on sustained participation.

A young person would be included in this reporting line if

- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination, but had some participation at some point in the year September to August
AND
- They had insufficient October to March sustained participation to be included in a 'Combination' reporting line.
AND
- They had less than 3 months reported NEET in the October to March sustained participation period. (This includes those with no recorded NEET in this period).

Destination Not Sustained /Recorded NEET

The majority of students captured in 'Destination not sustained/Recorded NEET' are those who were recorded as having education or employment participation in the year September to August but who did not have continuous participation from October to March and had more than 2 months reported NEET.

A young person would be included in this reporting line if:

- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination but had some participation at some point in the year September to August
AND
- They had insufficient October to March sustained participation to be included in a 'Combination' reporting line.
AND
- They had more than 2 months reported NEET in October to March. (This includes those with 6 months recorded NEET in this period).

A young person would also be included in this category if

- They had no education or employment destination participation at any point in the year September to August but did have a record of NEET at some point in the year September to August. The only information we have for these students is that they were NEET at some time in the year.

4. Duplicate Pupils within the base cohort

Duplicate pupils are young people who appear more than once in the cohort in the National Pupil Database (NPD). The NPD is a pupil level database which matches pupil and school characteristic data to pupil level attainment. This matching can lead to more than one match, as a pupil may appear more than once in the NPD resulting, for example, from a change of school or college, or dual registration. These records are valid and will remain in the cohort for each school and included in the Measure. The 2009/10 Destination Measure base cohorts had 25 duplicates at KS4 and 1,440 at KS5.

Although duplicates are included at school and college level, some are omitted at LA and National level so that these young people aren't counted twice in the overall figures. It is accepted that some duplicates will remain in the data.

5. Double Counting across destinations

The linking of students across destinations (using HESA, ILR and SC data) identified a number of young people who appeared in more than one destination (ie more than one dataset) simultaneously. There were a number of reasons for this and processes were put in place to eliminate the majority of double counts, see paragraphs below for further detail.

Mismatching

As outlined under “Data Sources” above, the destinations data are independently matched to the National Pupil Database (NPD). When investigating why young people appeared in more than one destination, it was discovered that there were cases where more than one young person (from the destination datasets) had incorrectly been associated with the same Pupil Matching Reference (PMR).

In these cases, all records in the destination source data were checked for mismatches and incorrect records removed prior to the data being incorporated into the Measure. This ensured that all mismatches were removed, not just for double counts i.e. students who appeared in more than one destination. This differed from 2012 when mismatching was only carried out on double counts.

ILR and SC or HESA double counts: Unfunded students

A number of young people appeared in the ILR data and other data sources simultaneously. Some of these were identified as being unfunded by the then Learning Skills Council (LSC) and were removed from the ILR source data. In addition, some students were being funded from a different source to where they undertake their main participation. These records were removed from the ILR data and reported as participating at the school or HEI which was funding them

SC and ILR or HESA double counts: Subsidiary Pupils

A number of young people appeared in the SC data and other data sources simultaneously and were identified as having an enrolment status of ‘Subsidiary’ within the SC. This covers young people who are registered and carrying out their learning in one institution but complete some subsidiary learning in another. The records with the subsidiary learning were removed from the SC source data and the pupil was reported as participating in their ‘main’ institution.

ILR and SC double counts: Minor Aims

Having eliminated double counts as detailed above, some young people appeared in the ILR and SC datasets simultaneously. To deal with this, young people were allocated to the destination in which they carried out the majority of their study. Records with the minor aims were removed from the relevant dataset.

HESA and ILR or SC double counts: Learning aims

Double counts also appeared simultaneously in the HESA and the ILR or SC data. These double counts were removed from the ILR or SC as it was decided to remove the lower level of aims; the majority of aims in the ILR or SC were at level 3 and above, whilst the majority of aims in the HESA database were HE aims at level 4 and above.

Young Applicants in Schools Scheme (YASS) and Higher Education Modules in Schools (HEMiS) in KS4

Analysis of the KS4 data for the 2013 Measure showed students undertaking modular HE elements supplied to the school or college under the Young Applicants in Schools Scheme (YASS) and in Higher Education Modules in Schools (HEMiS). Such modules only receive 'credits' towards future HE study; they are used as a 'taster' for future HE study and are studied alongside existing FE study.

The vast majority of these HE destinations were double counts with the Census and, to a lesser extent, ILR data. Although the existing methodology means that these double counts would usually be included in the HE reporting line, as HE has a higher level of aims, students participating in YASS or HEMiS are reported in the appropriate non-HE reporting line instead, due to the nature of these particular courses.

Remaining Double Counts

There were 192 double counts remaining in the final KS4 dataset and 16 at KS5. All of these double counts were in two destinations and had equal number of aims; for example, they were attending both a College and a School, during the course of the six month criteria period, and were studying an equal number of learning aims at both institutions.

6. Reporting Lines including definitions of Destinations

The coverage of young people included in each of the lines within the Destination Measures tables is as follows.

Total number of young people

This is the total number of young people calculated to be in the 2009/10 cohort, using the criteria outlined under 'Cohort' at the start of the Technical Note, and is used to create the denominator for the Measure.

Any Education Destination

This line reports the proportion of the cohort that has gone to any form of sustained education destination. This proportion contains no double counting.

Further Education (FE) Providers identified from the ILR data

There are 3 categories of FE providers obtained from the ILR data and reported in the Measure.

- FE College
- Sixth Form College
- Other FE provider

FE College and Sixth Form College

When identifying FE institution as a destination, a number of young people were identified as attending more than one type of FE institution simultaneously or as attending different types of FE institutions sequentially. To ensure no double counting was introduced and avoid confusion with the education combination reporting line described below, the following methodology was used to allocate FE institution types:

1. Any young person identified in more than one FE institution type was allocated to where most of their learning was carried out, according to their learning aims.
2. Any young person with an equal number of aims in two different FE institution types was allocated to the 'Other FE Provider' line.

Other FE provider

Any provider in the ILR not identified as a Sixth Form College or FE College is designated as an 'Other FE provider'.

A number of young people were identified within the HESA data as being registered for FE level study ie. they were undergoing FE study within a Higher Education Institution. These young people were reported in this 'Other FE provider' category.

School Sixth Form

The fourth type of FE provider reported is School Sixth Form, which is identified from the School Census data. The Measure reports the proportion of the cohort participating at these institutions.

Apprenticeships (KS4 and KS5) and Work Based Learning (KS5 only)

Apprenticeships and Work Based Learning (WBL) are not counted as destinations in their own right for the purposes of Destination Measures but are included within the four reported FE provider types. Apprenticeships are identified separately within the table for KS4 and KS5. WBL is only identified separately for KS5 due to very small numbers at KS4. Young people were counted as being on an Apprenticeship or in WBL if they

participated in relevant learning at any time during the October to March participation period providing that, overall, they met the sustained education criteria.

Apprenticeships and WBL are subsets of all the 4 main FE reporting lines and are identified within the ILR data by means of the variables Funding Stream and Programme type, as designated by The Data Service. Apprenticeships were identified separately to WBL and any young person participating in an Apprenticeship was so reported regardless of any other WBL undertaken. Any young person participating in Train to Gain, and not identified as an Apprentice, was reported in WBL.

Young people participating in Foundation Learning are not reported separately and are currently included in the Further Education reporting lines.

Higher Education Institution (HEI)

This line reports the proportion of the cohort that has gone to any Higher Education Institution (HEI).

Due to the very small numbers reported in the HEI line for KS4, it was not possible to show any further breakdowns for this cohort. For KS5, the HEI reporting line includes a breakdown of the HE Institutions by subgroups as follows:-

- *Top Third of HEIs* (see below for methodology)

Subgroups of the top third of HEIs are also shown:

- Oxford and Cambridge Universities
- Russell Group institutions (including Oxford and Cambridge)
- *All other HE Institutions* (excluding top third institutions)
- *Other HE Providers* (excluding all institutions included in the lines above)

Annex 1 lists the HEIs in the 'Top Third of HEIs' and Russell Group.

Calculation of the top third of HEIs

The most selective Higher Education is defined, by the Department for Business, Innovation and Skills (BIS), as the top third of Higher Education Institutions (HEIs) when grouped by mean UCAS tariff score from the top three A level grades of entrants. This is a way of grouping HEIs for statistical purposes using available information. It does not cover all students and all qualifications and is not intended as a comprehensive measure of qualifications on entry to Higher Education. Users should be aware that the Higher Education sector has a diverse mix of institutions and courses, so any grouping of HEIs has limitations as an indicator of quality.

The HEIs included in this group change every year; although 94% of HEIs remained in the top third for 4 consecutive years, from 2007/08 to 2010/11. The calculation is restricted to the top three A level attainment; pupils who study other qualifications at Key Stage 5 will be excluded.

Further information is available in tables 3a and 3b and Annex B of the BIS Widening Participation in Higher Education publication in the link below:

<https://www.gov.uk/government/publications/widening-participation-in-higher-education-august-2012>

Other HE Providers

A number of young people were identified within the ILR data as having Higher Education aims i.e. there were young people undergoing Higher Education learning within a Further Education institution. These young people were identified as having HE aims by looking at variables such as HEFCE funding, level 4 aims and an indicator that HE data was collected for this particular aim. If a young person was identified and had all HE aims, the young person will be counted in the HEI reporting line and included under 'Other HE Providers'.

Education combination

A number of young people were identified as completing one period of learning at one type of institution and then moving to another type of institution to continue their learning. Providing they fulfilled the sustained participation criteria across institution types they were counted in the Measure and reported in this line. This is different from the double counts where students were attending a school and a college at the same time, with an equal number of learning aims at both, over the six month period.

Employment and/or Training: This line reports all young people who were recorded as having been in employment and/or training for at least 5 months of the sustained period, October to March. It is an aggregation of the following groups:

Employment with Training: This incorporates full time employment that has training leading to NVQ level 2 or where the employer offers a structured package of good quality training.

Other Employment: This includes part time, temporary and fulltime work. Some job-related training may be offered but this does not meet the requirements in the category above.

Other Training: This includes training recorded in the NCCIS dataset.

Education/Employment/Training Combination

If the employment and training participation does not meet the full 5 months sustained participation criteria, but the criteria would be met if combined with educational participation and participates for 6 months, then the young person can be included in the 'education/employment/training combination' reporting line.

Destination Not Sustained

This includes students whose records show that for the majority of the 6 month period the student was participating in either an education or employment/training destination but did not have continuous participation October to March. Even if the young person also had some record of NEET during this time they would be captured in this line, as it is primarily capturing those with young people just missing out on sustained participation.

Destination Not Sustained /Recorded NEET

Students captured in 'Destination not sustained/Recorded NEET' are those who were recorded as having education or employment/training participation in the year September to August, but did not have continuous participation from October to March, and had more than 2 months reported NEET between October to March. It also includes young people who have no activity recorded except for an indication of being NEET in the year.

Activity not captured in the data

This line reports the proportion of young people that were in the cohort but were not found in our source datasets. In the 2013 Measure it also covers students who registered at an institution but did not attend any learning activity; these would have previously been shown in the 'Destination not sustained' category. Accordingly, the title for this reporting line has been changed to 'Activity not captured in the data'.

'Activity not captured in the data' covers young people who have not been found in an education dataset or have not been recorded in the NCCIS as being in employment or NEET. A young person may not appear in the data because the young person is attending an independent college or school, a Scottish or Welsh college or school, they have left the country, are in custody or their whereabouts are not known.

Recorded as UCAS acceptance for deferred entry into HE (including 'Gap year')

This is an estimate of young people who have been accepted through the UCAS system for entry into the following academic year (many of those taking a 'gap year' before entering Higher Education will be accepted through UCAS in this way). Not all such deferred acceptances will translate into entrants and young people may enter HE that year through other routes, including applying in another UCAS application cycle.

Deferred acceptances are not reported as a distinct destination so could also be included in the 'Destination not sustained', 'Destination not sustained/Recorded NEET' and 'Activity not captured in data' reporting lines.

Young people are only captured in this reporting line if they are not present in any other data source. So, for example, if a young person has accepted a deferred offer but is

recorded in the NCCIS as being in employment, they will only be reported in the 'employment' reporting line.

Other Reporting Issues

School Sixth Form Consortia/Feeders

Schools can engage in Consortium arrangements for sixth form provision. Some schools report at school level and some report at consortia level. Where they report at consortia level it is necessary to remove all but one of the feeder schools, when aggregating up to Local Authority and national level, to avoid double counting. All feeder schools are identified with a ◆

Overall consortia results are reported as a separate line at School level under the heading Sixth Form Centre/Consortia.

For UCAS data on accepted deferred offers, we have published figures on the feeders but have not published the overall consortia figure.

Comparisons with previous year

Some of the differences between 2009/10 and 2010/11 destinations may be attributable to the tightening of methodology or the improvements in data matching, so comparisons across years must be treated with caution.

Characteristics data

For KS4, gender, ethnicity, and pupils eligible for and claiming free school meals were captured at Year 11 from the NPD. Special Educational Needs (SEN) were captured at Year 11 from the NPD and Census.

For KS5, gender was captured at Year 13 from the NPD, which includes data from Census (Schools) and the ILR (Colleges). The ILR does not collect information on ethnicity, so these data were taken from the Census; Year 11 Census data were used for students in Colleges in KS5, whilst Year 13 Census data were used for young people in school at KS5. Pupils eligible for and claiming Free School Meals is only relevant for pupils in Year 11; Free School Meals data for KS5 students were therefore captured from Year 11 Census data.

Ethnicity

The major ethnicity groups are comprised as follows:

- White – White British, White Irish, Traveller of Irish Heritage, Gypsy/Roma, Any other white background
- Mixed – White and Black Caribbean, White and Black African, White and Asian, any other mixed background
- Asian – Indian, Pakistani, Bangladeshi, any other Asian background

- Black – Black Caribbean, Black African, any other black background
- ‘Other’ ethnic group – Chinese and any other ethnic group not included above
- Unclassified – Refused or Information not yet obtained

Special Educational Needs - definitions from the SEN Code of Practice

- School Action is where a school provides interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum. It will include support from within the school, including for example different learning materials, special equipment, group and individual support or additional staff time.
- School Action Plus is where a child continues to make little or no progress over a long period and involves the use of external support services from the local authority or outside agencies.
- Pupils with a Statement are those who have received a statutory assessment from the local authority and has a statement of special educational needs maintained by the local authority.

KS5 Pupils with SEN and Learners with LDD

Destinations are shown for young people with SEN and Learning Difficulties and Disabilities (LDD) after KS5.

The distinction between students with SEN and LDD is based on the differing recording systems between schools and colleges. College data is self-identified and records a Learning Difficulty and /or Disability (LDD) in the Individualised Learner Record (ILR). Schools identify students with SEN in the School Census. Approximately half of the cohort is in schools (48%) and half in colleges (52%).

Two options were considered for identifying a KS5 cohort:

1. Use the SEN status from when they were in KS4 which in most cases would be 2 years earlier or
 2. Use separate SEN (from the School Census) and LDD (from the ILR) indicators for when they were in KS5. This would result in 2 separate cohorts as the data do not directly map across.
- It was decided to go with option 2 as the data would be more timely and relevant. Therefore SEN indicators were taken from the 2009/10 School census and LDD indicators were taken from 2009/10 ILR. Learners were included if they had an indicator at any point during the year.

- As SEN is only applicable for young people in schools and LDD is only applicable for colleges, the institution level information is presented in separate tables for schools and colleges.

7. General

Suppression

The Department has applied the following rules to the Destination Measure data to ensure that individual pupils cannot be identified;

In all tables: Any institution with fewer than 6 pupils in their 2009/10 cohort has had all of their data suppressed; the figures have been replaced with a 'x'. Students with no pupils in the cohort are shown with a '.'.

- For the main tables, any figure lower than 3 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').
- For the characteristic tables, any figure lower than 6 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').
-

At national, LA, Regional and Parliamentary Constituency level:

- All numbers have been rounded to the nearest 10

At institution level:

- Totals have been rounded to the nearest 10, with values of 3 and 4 left unchanged to avoid rounding to zero. This has been applied to:
 - 'number of students',
 - 'overall sustained education or employment /training destination'
 - 'sustained education destination' and
 - 'UK Higher Education Institution' for KS5
- All other destination breakdowns have been rounded to the nearest 5
- The only exception to these rules is 'Deferred HE acceptances' data from UCAS where values of zero, 1 and 2 have been suppressed and replaced with a '*'. Note that this is the only column where a zero has been suppressed.

These rules are also applied to the percentages tables, so that numerators of less than 3 are suppressed in the main tables and numerators of less than 6 are suppressed in the

characteristics tables. Percentages are calculated using the raw data and are not rounded.

Symbols used in the publication

The following symbols have been used in this publication:

0 zero

x small number suppressed to preserve confidentiality

‘.’ not applicable

‘-‘ positive % less than 0.5

‘**’ 0, 1, 2 suppressed in UCAS data only

Experimental Statistics

The statistics are published as "experimental statistics" and do not display the National Statistics Logo, as employment data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. The figures should be treated with caution as this is the first year for which employment data have been produced. As improvements are made to the methodology of the Measure, the data will be judged to establish whether the statistics meet the quality standards to be published as National Statistics in future years.

8. BIS Widening Participation Measure

The Department for Business, Innovation and Skills (BIS) publish the following Measures looking at widening participation:

- Estimated proportions of pupils with and without Free School Meals (FSM) who progressed to Higher Education
- Estimated proportions of pupils from independent and state schools progressing to Higher Education and progressing to the most selective Higher Education Institutions (HEIs)

There are some key differences between these Measures and the DfE Destination Measures. First, the DfE Measures consider those progressing to all destinations including Higher Education (HE), Further Education Colleges and School Sixth Forms, and those going into employment, whilst the BIS Measure only considers those who progress to HE.

In addition, the DfE Measures only include those who are in sustained participation during the first two terms after KS4 or taking A level or other level 3 qualifications, whilst the BIS Measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.

The cohorts differ for Key Stage 5 as the BIS Measure includes independent schools whilst the DfE Measure does not. In addition, the DfE Measure includes those entered for A level or other level 3 qualifications regardless of age, whilst the BIS Measure includes those who studied at least 1 A Level at academic age 17.

The BIS Widening Participation Measures are published at

<https://www.gov.uk/government/publications/widening-participation-in-higher-education-2012>

9. BIS FE Choices learner destination measures

BIS publish the FE Choices learner destination measures. This covers the destinations of students in FE colleges, including sixth form colleges, Apprenticeships and work based learning providers, but not school sixth forms. Currently it includes 16-18 year olds as well as adult learners (in future it will only include 16-18 year olds where they are in apprenticeships). Therefore two differences are that the Key Stage 4 and Key Stage 5 Destination Measures cover the destinations of young people, but not adults, and it includes schools as well as FE institutions.

Also, FE Choices uses a different methodology to derive the employment destinations figures by using a survey, rather than the NCCIS used by DfE. The FE Choices Learner Destinations Survey employment rate measures the proportion of learners who in the year following completion of learning have either entered into sustained employment (including self-employment) or improved their position in their existing job, where they consider these outcomes wouldn't have occurred without the learning. The DfE Measure includes all young people who were recorded on the NCCIS as having been in employment and/or training for at least 5 months between October and March, the year after taking A level or other level 3 qualifications. Finally, FE Choices does not apply 'sustained education' criteria to its learner destination measures.

The FE choices learner destination measures are published at

<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

10. DfE Participation in Education, Training and Employment SFR

The most recent Statistical First Release (SFR) on Participation in Education, Training and Employment was revised by the Department for Education (DfE) on 27th June 2013,

including data up to end 2012, and can be found at:

<https://www.gov.uk/government/publications/participation-in-education-training-and-employment-by-16-to-18-year-olds-in-england-end-2011>.

This SFR provides provisional estimates of participation in education and training, and those who are not in education, employment or training (NEET) for 16, 17 and 18 year olds in England. All estimates relate to a snapshot of activities at the end of the calendar year, and are based on academic age, defined as age at the start of the academic year, 31st August.

Destination Measures include students who are in sustained education, employment or training, defined to be the two terms after KS4 or taking A levels or other level 3 qualification. There are also separate figures showing students who did not fulfil the participation criteria. The first, 'destination not sustained', includes students who were participating in either an education or employment/training destination but did not have continuous attendance from October to March. The second category 'destination not sustained/recorded NEET' mainly includes those who did not have continuous participation and had more than 2 months NEET.

Any differences between the Destination Measures and the Participation SFR can be expected for two main reasons:

(i) The Destination Measures are based on a sustained destination over 6 months (October-March), whereas the Participation SFR just requires participation at a point in time, or snapshot, around the end of the calendar year. As the Destination Measures' requirement is for sustained participation, with all other things being equal, this will result in lower numbers of young people being counted as being in an education or employment/training destination as they need to be participating for at least 6 months.

(ii) The Participation SFR covers a different cohort of young people. For academic age 16 year olds it includes the education destinations of the entire cohort of academic age 16 year olds in England. The Destination Measure in this SFR, however, defines the cohort of young people based on what stage of education they were at in the previous year. In particular, the Key Stage 4 figures show the education destinations of young people who completed Key Stage 4 in the previous year; hence it's the 2009/10 KS4 cohort and their education destinations in 2010/11. For the most part the vast majority of the Key Stage 4 cohort were in fact in Year 11 at school, and of academic age 15, in 2009/10. For this reason there will be a very strong overlap between the Key Stage 4 education destinations statistics and the Participation SFR statistics for academic age 16 year olds. However, a further difference is that the Destination Measures only consider the destinations of those in state-funded schools; it does not include young people in independent schools. The outcomes of all academic age 16 year olds are included in the Participation SFR statistics.

The Key Stage 5 cohort for Destination Measures is defined as young people who entered A level or other level 3 qualification, in state-funded schools and colleges, at academic age 16-18 (2009/10 in this SFR). It shows their destinations the following year, when aged 17-19. The Participation SFR does not include statistics for 19 year olds, and describes the education outcomes for all academic age 16-18 year olds in England, irrespective of what they were doing, or where they were in the previous year. As such

the KS5 statistics in the Destinations Measure and the age 16-18 statistics in the Participation SFR are not directly comparable.

Annex 1: Top Third most selective institutions, calculated according to mean UCAS A level tariff score of entrants, 2010/11

Aston University

Cardiff University

City University

Courtauld Institute of Art

Edinburgh College of Art

Glasgow School of Art

Goldsmiths College

Guildhall School of Music and Drama

Heythrop College

Imperial College of Science, Technology and Medicine

King's College London

London School of Economics and Political Science

Loughborough University

Queen Mary and Westfield College

Queen's University of Belfast

Royal Academy of Music

Royal College of Music

Royal Holloway and Bedford New College

Royal Northern College of Music

Royal Scottish Academy of Music and Drama

Royal Veterinary College

School of Oriental and African Studies

School of Pharmacy

St Georges Hospital Medical School

University College London

University of Aberdeen
University of Bath
University of Birmingham
University of Bristol
University of Cambridge
University of Dundee
University of Durham
University of East Anglia
University of Edinburgh
University of Exeter
University of Glasgow
University of Lancaster
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Newcastle-upon-Tyne
University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of St Andrews
University of Surrey
University of Sussex
University of Warwick
University of York

Russell Group as at June 2010

University of Birmingham

University of Bristol

University of Cambridge

Cardiff University

University of Edinburgh

University of Glasgow

Imperial College of Science, Technology and Medicine

King's College London

University of Leeds

University of Liverpool

London School of Economics and Political Science

University of Manchester

University of Newcastle-upon-Tyne

University of Nottingham

University of Oxford

Queen's University of Belfast

University of Sheffield

University of Southampton

University College London

University of Warwick

Annex 2: NCCIS codes

FLAG	CODE	ACTIVITY
Y11	110	Registeredataschoolorothereducationalestablishment
	120	Educatedathome
	130	InaCustodialSentence
	140	Notregisteredatschooloreducationalestablishment
	150	CurrentSituationnotknown
EDUC	210	SchoolSixthForm
	220	SixthFormCollege
	230	FurtherEducation
	240	HigherEducation
	250	ParttimeEducation
	270	Othereducation
GAP	260	GapYearstudents
EMPLOY	310	Apprenticeships
	320	EmploymentwithtrainingtoNVQ2orabove
	330	EmploymentwithouttrainingtoNVQ2
	340	Employmentwithlocallyrecognisedtraining
	350	Temporaryemployment
	360	PartTimeEmployment
TRAIN	410	YPLA funded training (E2E)
	420	Other LSC funded training (maps to 410 in later versions)
	430	Other training (egg, LA, VCS or ESF funded provision)
	440	Training delivered through the Work Programme
NEET	510	PersonalDevelopmentOpportunityinreceiptofallowanceorwage
	520	otherPersonalDevelopmentOpportunities
	530	Fulltimevoluntarywork
	610	Thosenotyetreadyforworkorlearning
	611	Those awaiting an E2E place
	612	Those requiring sub level 2 training provision – place not available
	613	Those requiring level 2 training provision – place not available
	614	Those requiring level 3+ training provision – place not available
	616	Start Date agreed (education/employment or training)
	617	New Deal Gateway/New JSA Stage 3 Regime
	619	Seekingemployment,educationortraining
	620	NotavailabletolabourmarketYoungcarers
	630	NotavailabletolabourmarketTeenageparents
	640	NotavailabletolabourmarketIllness
650	NotavailabletolabourmarketPregnancy	
660	Notavailabletolabourmarketonreligiousgrounds	
670	Notavailabletolabourmarketthosewhoarecurrentlyunlikelytobeeconomicallyactive	
680	NotavailabletolabourmarketOtherreason	
CUSTREF	710	Custody
	720	Refugees/Asylumseekerswhohavenotyetbeengrantedcitizenship
UNKNOWN	810	Currentsituationnotknown
	820	CannotBeContacted
	830	Refusedtodiscloseactivity



Department
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