



Department
for Education



Quality and Methodology Information

16-18 attainment in schools and colleges in England

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A National Statistics publication

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

1. Introduction

This document provides an overview of the data used in the production of the A level and other level 3 statistical first releases (SFRs) and the 16-18 performance tables. It describes the methodology used to calculate student attainment in these publications. It provides information on the data sources, coverage, quality and how the data is validated and processed. The content is based on the Office for National Statistics' [guidelines for measuring statistical quality](#).

2. About the output

National and local authority (LA) information on 16-18 students in England for 2012/13 and 2013/14 is published in the following SFRs:

[A level and other level 3 results in England: academic year 2012 to 2013 \(provisional\)](#)

[A level and other level 3 results: academic year 2012 to 2013 \(revised\)](#)

[A level and other level 3 results: academic year 2013 to 2014 \(provisional\)](#)

School and college level information for 16-18 students is published in the [school and college \(16-18\) performance tables](#).

This covers 16 to 18 year old students at the end of their final year of advanced level study, typically lasting two years (often referred to as 'being at the end of key stage 5' or KS5) in schools and colleges in England.

Data sources

16-18 datasets are compiled using information matched together from three data sources:

- i. Level 3 qualification entries and results collected from awarding organisations by the department's contractor
- ii. School Census records; and
- iii. Key stage 4 performance tables data

The individual learner record (ILR) administrative data is not used for the purposes of the SFR and 16-18 performance tables. This is an equivalent dataset to the school census data for colleges which means we are unable to identify students on roll at colleges. We rely on gaining this information through awarding organisation data and by colleges checking their data prior to final publication. A very high proportion of colleges check their data in this way (approximately 85 per cent).

Relevance

The key strength of the data is that it is derived from administrative data from awarding organisations. This means that data can be shown accurately at institution level. Pupil level data from key stage 4 can also be merged with 16-18 data so that we can produce precise

measures of progress between key stage 4 and 5. For further information on the accuracy of the data see [Accuracy and reliability](#).

The data is used by a range of people, from parents and teachers to researchers and local authorities.

Key users

Department for Education	<p>Used to monitor national standards of 16-18 attainment in England. The national figures are used to determine whether standards are improving or declining.</p> <p>Institution level figures are used to identify institutions where intervention may be needed to bring standards up to an acceptable level.</p>
Ofsted	<p>Used as part of the background information to inform school inspections.</p>
Ofqual	<p>Used as part of the evidence it reviews on the setting and maintenance of standards in national assessments.</p>
Local authorities	<p>National data and that for other LAs used to set the attainment of their area into context.</p> <p>Institution level information used to hold maintained schools and colleges to account.</p>
Schools and colleges	<p>Used to evaluate their own performance against national standards and other local schools and colleges.</p> <p>Used to identify high performing institutions that they can work with to improve their own standards.</p>
School governors	<p>Used to hold schools to account, to identify strengths and weaknesses and support school improvement.</p>
Teachers and head teachers/principals	<p>Used to carry out analysis and self-evaluation, and to aid planning of school/college improvement strategies.</p> <p>Information used to inform decisions about whether to apply for vacancies in particular schools or colleges and also as background information when preparing for interviews.</p>

Parents	<p>Used to compare their own children's performance to others in their school or college, LA and nationally.</p> <p>Used to hold their children's schools and colleges to account and identify areas where improvement is needed.</p> <p>Used to inform choice of a school sixth form or college.</p> <p>Performance of schools and colleges in the local area is also a key consideration for parents and prospective parents when moving house.</p>
Others	<p>Researchers from this country and abroad. Others use the information to identify schools and colleges with particular levels of attainment that they may wish to market their services to.</p>

Timeliness

May and June

Main A level and AS level examinations taken.

July and August

The Joint Council for Qualifications (JCQ) collects results data from the awarding bodies.

JCQ publish A level and AS level results in mid-August.

The department's contractor collects attainment data from awarding bodies (data is collected throughout the year but the majority is collected in the summer).

September

The department receives unamended attainment (provisional) data from the contractor.

The schools and colleges performance tables checking exercise takes place in late September/early October providing schools and colleges with the opportunity to check and, where necessary, amend their results. In addition, institutions such as colleges which do not complete the school census can check that students assigned to them are on roll.

October to December

The department publishes the provisional A level and other level 3 results SFR in mid-October based on unamended data.

Amendment requests are scrutinised following the checking exercise.

The department receives three sets of revised data during November and December, which take account of changes made during the checking exercise, and any further results.

January

The department publishes the revised A level and other level 3 results SFR and the 16-18 performance tables, based on the third revised version of the data.

February

Post errata period commences for schools and colleges. This provides a further opportunity to request additional amendments to the data.

March

The department receives final (post errata) data from the contractor and updates the performance tables with this data.

The SFRs and school and college performance tables are published five to six weeks after the department receives data from the contractor. This provides time for thorough quality assurance of the data and the production and quality assurance of the SFR.

Punctuality

The proposed month of publication is announced on gov.uk at least twelve months in advance and precise dates are announced in the same place at least four weeks prior to publication.

In the event of a change to the pre-announced release schedule, the change and the reasons for it would be announced.

3. How the output is created

Data on student attainment is collected from awarding organisations via the department's contractor. This data was used to produce the provisional SFR published on 23 October 2014.

The data is checked with schools and colleges during the performance tables checking exercise. Following this, all derived variables are recalculated with the revised student attainment data. This data is published in the revised SFR and the performance tables in January.

Following publication of the performance tables, there is a short errata process where schools and colleges can inform us of any additional changes that should be made to the data. Following this process, the performance tables' data are finalised and the website is updated. The final data is used to update the time series in the following year's SFR.

This process is illustrated in the process map in [Annex A](#).

Derived variables

A large number of variables are derived for publication in the statistical first release and in the 16-18 performance tables. The methodology used to calculate a number of key indicators is provided in this section. A full list of the variables derived for the performance tables can be found in the metadata section of the website, available at [Performance Tables metadata](#).

Calculating average point scores

This SFR reports average point score indicators for the A level, academic and vocational cohorts: average point score per entry and average point score per full-time equivalent student. These indicators were reported for the first time in 2013.

The indicators were introduced to recognise vocational performance distinct from academic performance and to take account of students that are on mixed programmes.

Average point score per entry

The average point score (APS) per entry is calculated by dividing the total number of points achieved by students by the total number of entries made.

APS per A level entry	Total A level points/ Total A level entries
APS per academic entry	Total academic points/ Total academic entries
APS per vocational entry	Total vocational points/ Total vocational entries

Average point score per student and per full-time equivalent (FTE) student

The APS per student is calculated by dividing the total number of points achieved by students in all level 3 qualifications by the total number of students taking those qualifications.

An APS per student (FTE) reflects a methodology change that has been adopted in the 2013 16-18 performance tables. It is calculated by dividing the total number of points achieved by students in qualifications in a cohort by the total number of full-time equivalent students in that cohort.

The new FTE methodology recognises students undertaking a mix of academic and vocational qualifications by taking account of the time spent on each qualification type. For example, if a student is undertaking 1 A level and a BTEC qualification equivalent to 3 A levels, this approach results in this individual being counted as 0.25 of a student in the academic (and A level) cohort and 0.75 in the vocational cohort.

The number of full-time equivalent (FTE) students in each cohort is calculated by:

Number of A level FTE	Total size of A level qualifications taken by students in the A level cohort / Total size of all qualifications taken by students
Number of academic FTE	Total size of academic qualifications taken by students in the academic cohort / Total size of all qualifications taken by students
Number of vocational FTE	Total size of vocational qualifications taken by students in the vocational cohort / Total size of all qualifications taken by students

The APS per student (FTE) is then calculated by:

APS per A level student (FTE)	Total point score for all A level qualifications taken by students in the A level cohort / Number of A level FTE
APS per academic student (FTE)	Total point score for all academic qualifications taken by students in the academic cohort / Number of academic FTE
APS per vocational student (FTE)	Total point score for all vocational qualifications taken by students in the vocational cohort / Number of vocational FTE

Average grade calculation

The average point score per entry is assigned an indicative grade based on the average point score band rules set out in [Annex C](#).

Average grade per A level and academic entry is reported in terms of grades A* to E. Table C1 presents the relevant point score bands for A levels and academic qualifications.

Average grade per vocational entry is reported in terms of BTEC Subsidiary Diploma (level 3) grades. Table C2 presents the relevant point score bands for vocational qualifications.

Calculating the AAB indicators

There are three 'AAB' indicators provided in this SFR (see tables 1a, 1c, 12a, 12b):

1. The percentage of students achieving grades AAB or better at A level or applied single/double award A level = the number of students achieving grades AAB or better at A level or applied single/double award A level / number of students entered for at least one A level or applied single/double award A level.
2. The percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects = the number of students achieving grades AAB or better at A level of which at least two are in facilitating subjects / number of students entered for at least one A level or applied single/double award A level.
3. The percentage of students achieving grades AAB or better at A level, all of which are in facilitating subjects = the number of students achieving grades AAB or better at A level all of which are facilitating subjects / number of students entered for at least one A level or applied single/double award A level.

Facilitating subjects cover biology, chemistry, physics, mathematics, further mathematics, geography, history, English literature, modern and classical languages.

A full list of facilitating subjects is available here: [Facilitating subjects for the AAB indicator](#).

Data added from other sources

Characteristics

Information on some student characteristics is taken from the school census. Prior to 2013/14, this was only available for students attending schools, and not colleges (which do not complete the school census). For 2013/14, the characteristics for the student are taken from the end of key stage 4.

School Admission Basis

The school admission basis is taken from [Edubase](#) and is given as at 11 September at the start of the academic year. They are defined as follows:

Comprehensive schools	Takes all pupils, usually regardless of their ability, aptitude or whether they have been selected for a place at a selective school. Includes school operating pupils banding admission arrangements.
Modern schools	Takes pupils regardless of their ability or aptitude, including those who have not been selected for a place at a local selective school.
Selective schools	Admits pupils wholly or mainly with reference to ability. These schools are formally designated as grammar schools.

Institution Type

The institution types are taken from [Edubase](#) and are given as at 11 September at the start of the academic year. They are defined as follows:

Academy Sponsor Led	Sponsored academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.
Academy Converter	Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an academy under the Academies Act 2010.
Free School	Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community. They have the same legal requirements as academies and have the same freedoms and flexibilities.
FE colleges	Sixth form and other FE sector colleges (including other government funded and special colleges).
Studio School	Studio schools are all-ability and mixed sex state funded schools, independent of local authorities. They are an innovative new model of educational provision, delivering mainstream qualifications through practical project-based learning. They are not extensions or conversions from existing provision, but are new 14-19 academies, typically with around 300 pupils.

University Technical College (UTC)	UTCs are all-ability and mixed sex state funded schools, independent of local authorities. They are not extensions of or conversions from existing provision, but new 14-19 Academies, typically with 500-800 pupils. UTCs specialise in subjects that need modern, technical, industry-standard equipment, such as engineering and construction, and teach these disciplines alongside business skills and a broad, general education. Pupils integrate academic study with practical learning, studying core GCSEs alongside technical qualifications.
City Technology College	Independent all-ability, non-fee-paying schools offering students and pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.
LA maintained school	Schools fully or partially under LA control that are state-funded, mainly by the Dedicated Schools Grant. These include community schools, foundation schools, voluntary aided school and voluntary controlled schools and also LA maintained special schools.
Registered independent school	Any school which provides full time education for 5 or more students which is not state-funded or a non-state-funded special school.
Independent special school	Approved by the Secretary of State for Education. They are run on a not-for-profit basis by charitable trusts and normally cater for children with severe and/or low incidence special educational needs. This group includes non-maintained special schools.
State-funded school	Includes LA maintained schools, academies, free schools, city technology colleges and state-funded special schools (excluding hospital schools, pupil referral units, alternative provision and independent schools).
State-funded mainstream schools	Includes LA maintained mainstream schools, academies, free schools, city technology colleges (excluding all special schools, pupil referral units, alternative provision and independent schools).
State-funded special schools	Includes LA maintained special schools, academy sponsor led special schools, academy special schools and special free schools.
All independent	Includes independent schools, independent special schools and non-maintained special schools.
Pupil referral unit (PRU)	A PRU is established and maintained by a local authority which is specially organised to provide education for children who are excluded, sick or otherwise unable to attend mainstream school and is not a special or other type of school

Discounting and ‘cashing in’ of AS entries and results

The AS (Advanced Subsidiary) can be studied as either a free standing qualification or as the first half of the full A level. At the end of the AS, students can either take the AS as the final qualification or continue to the (usually) second year and undertake the full A level by taking the A2. The A2 is not a separate qualification; the second half of the A level is designed to deepen the knowledge gained during the AS.

Where qualifications taken by a student are in the same subject area and similar in content, ‘discounting’ rules have been applied in this SFR, so that qualifications are not double counted. For example, where a student has gained an AS en route to an A level in the same subject, only the A level result will count (i.e. the AS is ‘discounted’ as it is part of the A level). However, if a student fails to obtain a pass grade at A level, the AS pass grade would be reported.

By applying discounting, the number of examination entries and results is underestimated for the reporting year in this SFR. In order to show the effect of AS discounting, this SFR shows two sets of AS tables, one with discounting applied (Table 3) and one which shows the discounted AS entries (Table 4).

In addition to discounting, the number of AS examination entries and results is also affected by whether an AS entry is claimed or ‘cashed-in’ on completion with the examination board. If an AS is not cashed-in then it will not appear in the figures presented in this SFR.

For this reason, entry data presented in Table 4 should not be taken as a measure of participation. The DfE SFR ‘*Participation in Education, Training and Employment by 16 to 18 Year Olds in England*’ should be consulted for participation data, the latest version of which can be found at:

[Participation in education training and employment age 16 to 18](#)

A DfE analysis paper investigating the impact of discounting and ‘cashing-in’ was published with SFR27/2011 and is provided in the ‘Additional text’ document at:

[Provisional GCE or applied GCE A and AS and equivalent examination results in England: academic year 2010 to 2011](#)

4. Accuracy and reliability

Data coverage

The SFR and 16-18 performance tables include 16 to 18 year old students at the end of their final year of study typically lasting two years (often referred to as ‘being at the end of key stage 5’ or KS5) in schools and colleges in England. The information is based on data collated for the 2014 School and College Performance Tables and covers achievements in all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

Additionally, the SFR reports on all A level, applied single A level, applied double A level, AS level, applied single AS level and applied double AS level entries for the 2013/14 academic year. This is for all students in academic years 12, 13 and 14.

Results achieved by students in the two most recent academic years are included in the 16 to 18 performance tables, giving a cumulative picture of achievement in the reporting year. However, to avoid double counting results, qualification discounting is applied where, for example, if a

student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.

Students will be eligible to be reported in the 2014 16 to 18 performance tables if they satisfy the following criteria:

1. Were aged 16, 17 or 18 on 31 August 2013
2. Were on roll in January 2014
3. Were in, or deemed to be in, Year 13
4. Completed their advanced studies in the 2013/14 academic year
5. Entered for at least one substantial¹ level 3 qualification

A student's results will be reported in a cohort if they meet the following criteria:

1. A level cohort: entered in the 2013/14 academic year for at least one A level²; and/or
2. Academic cohort: entered in the 2013/14 academic year for at least one A level or substantial level 3 academic qualification³; and/or
3. Vocational cohort: entered in the 2013/14 academic year for at least one substantial level 3 vocational qualification⁴.

A similar set of 'inclusion' criteria are also used in the SFR. Tables 1a-e; 12a and 12b show cumulative results obtained by students in the academic years 2012/13 and 2013/14.

How does this release differ from exam results in August 2014?

SFR tables 2 to 11 and 13 show information for A level, AS level and applied A and AS level results in 2013/14, broken down by subject and grade. Tables 14 and 15 provide time series information for A and AS level results. The figures in these tables differ from those published by the Joint Council for Qualifications (JCQ) in August 2014. JCQ figures relate to the outcome of all students in England, Wales and Northern Ireland, regardless of their age. The examination results published in this SFR are for the 2013/14 academic year and include the performance of students aged 16, 17 or 18 taking these examinations in England only.

Approved qualifications and performance table tariff

The range of qualifications reported in this SFR and the 16-18 performance tables covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

[Annex B](#) lists some common qualifications and their point scores based on the performance tables tariff. For the purposes of calculating average level 3 point scores, level 3 qualifications are also assigned a "size" relative to an A level. General/Applied General AS level has a size of 0.5, whereas an Applied General Double Award has a size of 2 compared to an A level of size 1.

Other approved qualifications at Level 3 and their point scores can be found on the [Ofqual Register website](#).

Institution status

For the purposes of the SFR, the date of 12 September 2013 has been used to determine the status of a school or college. Any schools or colleges which converted to an academy on or

¹ A 'substantial' level 3 academic or vocational qualification is a qualification that is the size of an A level (180 guided learning hours per year).

² A level results reported in the A level cohort include GCE A level, AS level and applied single and double award A level.

³ Level 3 academic qualifications include GCE A level, AS level, Free Standing Maths Qualifications, International Baccalaureate, Pre-U, Advanced Extension Awards, AQA Baccalaureate and Extended Projects.

⁴ Level 3 vocational qualifications include all approved qualifications at level 3 that are not classed as advanced level academic qualifications.

before this date have been published as an academy and those that have converted after this date have been treated as their predecessor school type. This is the same as the policy adopted in the 16 to 18 performance tables and in other school level releases.

Measurement error

Examinations and marking

The validity of examination results is assured through a number of measures outlined below.

Clear guidance is provided to schools and colleges regarding the administration of advanced level examinations, including instructions for keeping the test materials secure prior to the tests and storage of completed scripts until they are collected for marking.

The exam papers are externally marked by the awarding organisations to ensure that marking is consistent between institutions. There are no quotas set or underlying assumptions about the proportion of students who should be at each grade. Proportions are decided entirely by how student attainment measures up to the exam standards.

After marking, results are returned to schools and colleges. In 2014 this was 14 August. Data is then passed from the awarding organisations to the department's contractor for use in the statistical first releases and 16-18 performance tables. If schools and colleges have concerns over the marking of an exam paper, they may request for it to be re-marked. Outcomes of reviews are not reflected in the provisional SFR data but are included in the revised data and performance tables.

Further information on the general regulations for schools and colleges and how exams are conducted/marked can be found on the JCQ website: [Joint Council for Qualifications \(JCQ\) website](#)

Qualifications

Ofqual sets the standards and rules that awarding organisations need to meet when they design, deliver and award regulated qualifications. They monitor awarding organisations and qualifications to maintain standards. They are a risk-based regulator and concentrate their resources on where they are most needed. For example, they may discover that an awarding organisation's processes need updating or that there are risks connected to a qualification taken by thousands of students every year. Further guidance on the role of Ofqual can be found at: [How Ofqual regulate](#)

Performance tables checking exercise

As a further check of the accuracy of the underlying data, the department collates the data into institution level information and shares this with schools and colleges, together with the underlying student level data, during the performance tables checking exercise in September/October. Schools and colleges are required to check the data and notify the department of any students that are included in their school in error, or of any missing students. They can also notify us of any other errors in the data such as errors in matching prior attainment results. Any changes requested are validated to ensure that they comply with the

rules before being accepted. Overall, approximately 60 per cent of schools and colleges check their data during this process.

Following the checking exercise the revised data is supplied to the department through our contractors. This data takes account of changes requested during the checking exercise, including successful marking reviews, late results and changes to number of students on roll. The data is then published in the revised SFR and in the 16-18 performance tables in January.

Following publication of the performance tables, some schools and colleges notify us of further changes required in the data. These changes are validated in the same way as those which are received during the checking exercise and final data and final data is produced in March in the performance tables but is not updated in the SFR.

Validation and quality assurance of source data

Once schools and colleges have completed their advanced level exams they are required to send their test materials and attendance registers to the awarding organisations for external marking and data capture.

A level and AS level results are made available to schools and colleges on results day. In 2014 this was 14 August. This data is then passed from the awarding organisations to the department's contractor for processing and then onto the department for use in the SFRs and performance tables.

Data processing

The entire process is subject to a 'dry run' during the summer. This involves producing a dummy dataset, from the previous year's dataset, which conforms to how the current year's data will be supplied (e.g. if new subjects have been introduced, then dummy data would be added to last year's data to simulate these). This dummy dataset is used to test the contractor's systems and the department's checking processes. This allows potential problems to be resolved prior to the receipt of the live data.

At every stage in the data cycle, the department checks all calculations used in the production of the figures. The department carries out checks on the data to ensure that the files produced by the contractor comply with the specified format and contain the correct information. All indicators at institution level, local authority level and national level are re-derived to ensure the contractor's systems are programmed correctly.

Statistical first release production

All data in the SFR tables is dual run by two people with independent methodologies. Any discrepancies in the data are discussed and resolved prior to publication. Further quality assurance is then carried out on the data produced.

Examples of further quality assurance:

Comparisons with previous year's figures to identify any large unexpected changes

Comparisons with provisional data to identify any large changes (revised/final data only)

Check totals are consistent across tables

Check patterns in the data (e.g. expected differences between subjects, high/low performing local authorities)

Check figures against those produced by our contractor for the 16-18 performance tables

Reliability

16-18 attainment data is subject to change between provisional and revised data, amendments can include:

- late results
- outcomes of the appeals process where schools and colleges ask for reviews for one or more of their students in the belief that a clerical error has been made or the mark scheme has not been correctly applied
- changes resulting from requests from schools and colleges to defer students who are continuing with their advanced level studies
- changes resulting from requests from schools and colleges to remove students who have recently arrived from overseas.

Over the past two years, national indicators changed by nearly two percentage points between provisional and revised data. Table 1 shows the change in the percentage of students achieving at least 2 substantial level 3 qualifications at national level over the last three years. Changes in national, LA and institution level data between revised and final data are typically small.

Table 1: Changes in national 16-18 data

	2012	2013	2014	
Percentage of students achieving at least 2 substantial level 3 qualifications	Provisional	91.7	90.4	88.6
	Revised	93.6	92.3	-
	Final	93.6	92.3	-

There can be more variability in the data at school and college level between provisional and revised data. As a result, school and college level results based on provisional data are not published.

Penalty add back

As part of the performance tables checking exercise, schools and colleges can manually defer students in year 13 if they have not completed their 16-18 study. Students deferred in 2013 will now be automatically 'added' back and included in the 2014 data. This is practice will continue going forward and is consistent with key stage 4 performance tables' policy.

The add back rule has become standard practice from this year onwards to ensure that students who were deferred for a year are automatically 'added' back to the institution the following year, regardless of whether they have achieved any further results. In addition, from this year a

student cannot be deferred at academic age 18 as they will be outside the scope of performance tables the following year.

Analysis of the data shows that add back has had a minimal impact on level 3 attainment at national level. For example: the average point score per entry across all level three qualifications in 2013/14 is 213.4 points. Excluding add back students the average point score per entry would be 213.5.

Approximately three quarters of add back students are in FE sector colleges (excluding sixth form colleges). Analysis of the data shows that add back has had a minimal impact on level 3 attainment at FE colleges (excluding sixth form colleges): the average point score per entry across all level three qualifications in 2013/14 is 204.0 points. Excluding add back students the average point score per entry would be 204.2. 85 per cent of add-back students are in the vocational cohort.

5. Accessibility and Clarity

The SFR text is published in pdf format so that it is accessible to all users irrespective of their choice of software. Care is also taken to ensure that the document meets accessibility guidelines. Key figures are highlighted in the SFR text which draws out the key messages such as changes over time and differences between groups of students. Small tables or charts illustrating key figures are also included in the text.

Each SFR is accompanied by formatted spreadsheets with clear titles which allow users to find more detail than can be provided in the SFR text. Any important limitations or inconsistencies in the data are mentioned in footnotes so that users don't have to refer to the text or this document. Where there are large numbers of tables, these are split into manageable sections (e.g. national tables in one file, LA tables in a separate file) so that users don't need to download larger files than necessary for their needs.

The performance tables website provides a number of ways to search for schools or colleges of interest (e.g. by name of school, by town, within x miles of a postcode or all schools within a LA) and presents the data in a series of web pages showing different aspects of the data. The selected schools and colleges are shown in alphabetical order by default but can be sorted by any indicator if the user requires ranked data.

Any user wishing to conduct more detailed research or analysis may request an anonymised pupil/student level extract of the [national pupil database](#) (NPD).

Disclosure Control

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

In the SFRs, an 'x' indicates that a figure has been suppressed due to small numbers. Values of 1 or 2 or a percentage based on 1 or 2 students are suppressed. Some additional figures have been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the [departmental statistical policy on confidentiality](#).

In the school level data, any figures relating to a cohort of 5 students or fewer will be suppressed.

6. Coherence and comparability

We use the same methodology to produce the data within our SFRs and the performance tables. We also use a dataset produced at the same time for the performance tables and the revised SFR. As a result, the national and LA figures included in both the revised SFR and the performance tables will match.

There have been some changes to 16-18 attainment data which can make comparisons over time difficult. These changes are listed in [Annex D](#). For the 2014 SFR, supplementary table S1 has been included which provides time series information on average point score per entry by cohort, to provide historical context of the attainment cohorts introduced for the 2012/13 academic year.

The Welsh Government has published the results of external examinations taken by students aged 15 or 17 in 2013/14, available at:

[Welsh government statistics and research](#)

The Department for Education Northern Ireland (DENI) publishes AS and A level headline statistics here:

[Department for Education Northern Ireland \(DENI\)](#)

The publication, '*Summary statistics for attainment, leaver destinations and healthy living, No. 4: 2014 Edition*', is published by the Scottish Government and is available at:

[The Scottish Government website](#)

7. Got a query? Like to give feedback?

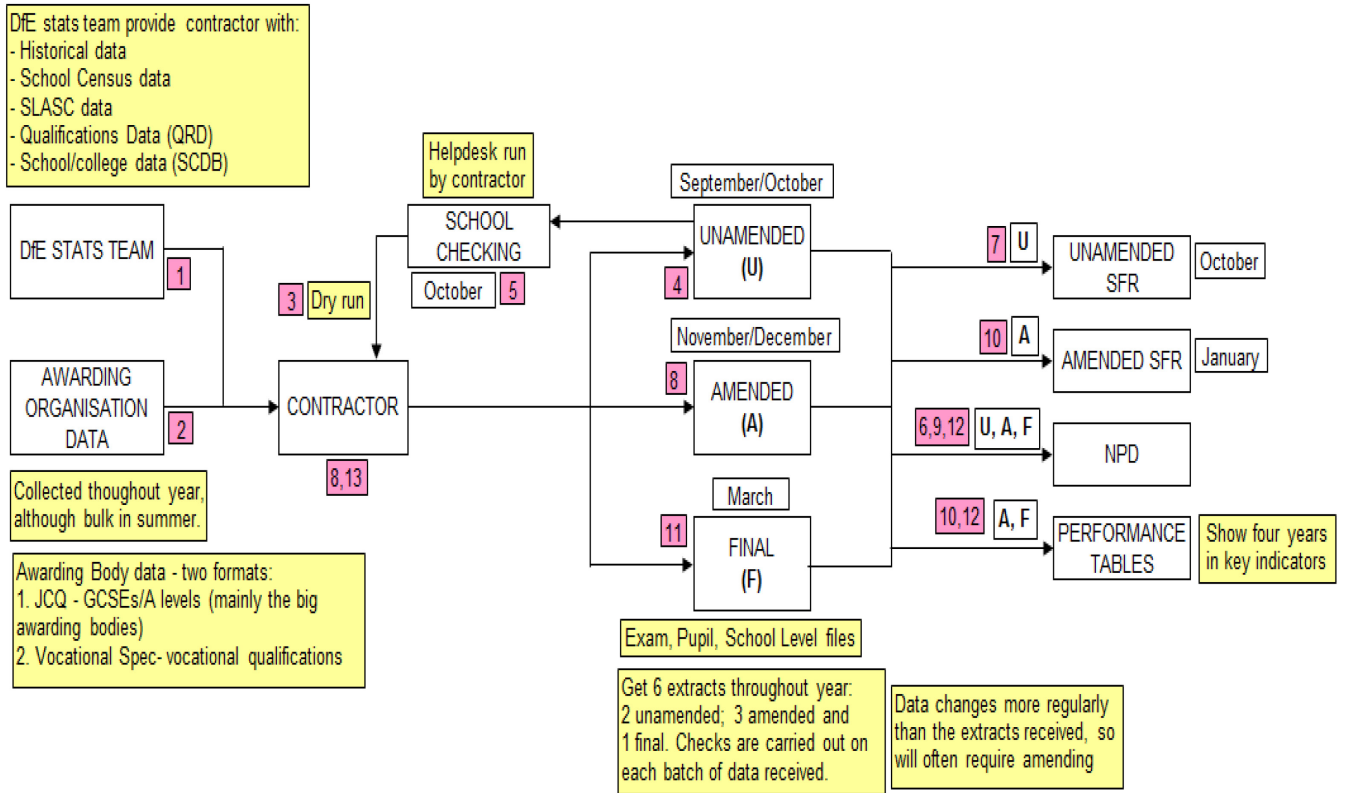
If you are from the media

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.
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If you are non-media

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Annex A: Process map



Annex B: Example performance tables tariff points

GCE/Applied A level		
Grade	Size	Points
A*	1	300
A	1	270
B	1	240
C	1	210
D	1	180
E	1	150

BTEC Level 3 Subsidiary Diploma (QCF)		
Grade	Size	Points
D*	1	270
D	1	225
M	1	195
P	1	165

International Baccalaureate Diploma		
Grade	Size	Points
45	5.5	1518
44	5.5	1485
43	5.5	1452
42	5.5	1419
41	5.5	1386
40	5.5	1353
39	5.5	1320
38	5.5	1287
37	5.5	1254
36	5.5	1221
35	5.5	1188
34	5.5	1155
33	5.5	1122
32	5.5	1089
31	5.5	1056
30	5.5	1023
29	5.5	990
28	5.5	957
27	5.5	924
26	5.5	891
25	5.5	858
24	5.5	825

GCE/Applied AS level		
Grade	Size	Points
A	0.5	135
B	0.5	120
C	0.5	105
D	0.5	90
E	0.5	75

BTEC Level 3 Diploma (QCF)		
Grade	Size	Points
D*D*	2	540
D*D	2	495
DD	2	450
DM	2	420
MM	2	390
MP	2	360
PP	2	330

GCE Applied Double Award		
Grade	Size	Points
A*A*	2	600
A*A	2	570
AA	2	540
AB	2	510
BB	2	480
BC	2	450
CC	2	420
CD	2	390
DD	2	360
DE	2	330
EE	2	300

BTEC Level 3 Extended Diploma (QCF)		
Grade	Size	Points
D*D*D*	3	810
D*D*D	3	765
D*DD	3	720
DDD	3	675
DDM	3	645
DMM	3	615
MMM	3	585
MMP	3	555
MPP	3	525
PPP	3	495

Advanced Free Standing Maths		
Grade	Size	Points
A	0.17	45
B	0.17	40
C	0.17	35
D	0.17	30
E	0.17	25

Advanced Extension Award		
Grade	Size	Points
D	0	27
M	0	23

Level 3 Key Skill		
Grade	Size	Points
P	0.3	63

Annex C: Grading structure used for average grade

Table C1: Average grade per A level or other academic qualifications

A level Grade	A level Point Score	APS Band	Fine Grade ⁵
(for comparison only)			
A*	300	295-300	A*
		285-294.99	A*-
A	270	275-284.99	A+
		265-274.99	A
		255-264.99	A-
B	240	245-254.99	B+
		235-244.99	B
		225-234.99	B-
C	210	215-224.99	C+
		205-214.99	C
		195-204.99	C-
D	180	185-194.99	D+
		175-184.99	D
		165-174.99	D-
E	150	155-164.99	E+
		145-154.99	E
		135-144.99	E-
U	0	Below 135	U

⁵ Fine grades such as B-, B and B+ are assigned by evenly distributing the points and centring the points associated with the A level in the fine grading system e.g. A level B grade of 240 points is centred.

Table C2: Average grade per vocational qualification

BTEC Subsidiary Diploma Grade	BTEC Subsidiary Diploma Points	APS Band	Fine Grade ⁶
For comparison only			
D*	270	260-270	D*
		245-259.99	D*-
D	225	230-244.99	D+
		220-229.99	D
		210-219.99	D-
M	195	200-209.99	M+
		190-199.99	M
		180-189.99	M-
P	165	170-179.99	P+
		160-169.99	P
		150-159.99	P-
U	0	Below 150	U

⁶ Fine grades for the vocational grade bands are centred around the points/grades for the BTEC Subsidiary Diploma.

Annex D: Timeline of changes in 16-18 attainment

2009/10	New specification A levels: <ul style="list-style-type: none">• Introduction of A* grade at A level• Change from 6 to 4 units for most A-level subjects• Introduction of 'stretch & challenge' elements in assessment
2010/11	'New PTs Indicators': <ul style="list-style-type: none">• % attaining 3 or more A Levels at grades A*-E or equivalent• % attaining 2 or more A Levels at grades A*-E or equivalent• % attaining at least one Level 3 qualification
2011/12	Level 3 Value Added scores for each main qualification type New PTs indicator: <ul style="list-style-type: none">• Students achieving three A levels at grades AAB, of which two are in "facilitating" subjects
2012/13	Level 3 Value Added in PTs for first time. Introduction of Academic and Vocational cohorts
2013/14	All young people are required to continue in education or training: <ul style="list-style-type: none">• Until the end of the academic year in which they turn 17• From summer 2015 this will be until their 18th birthday



Department
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