



Department
for Education

Technical Note

Destination Measures, 2014 to 2015

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Technical notes – destination measures

Background

Figures in this statistical first release (SFR) are obtained from matched administrative data. This is the sixth publication of destination measures but the first to include new administrative data from the longitudinal education outcomes dataset, meaning coverage is high at both key stages. Destination measures are therefore no longer classed as ‘experimental statistics’.

Destination measures show: the percentage of students with sustained participation in education destinations including schools, further education or sixth form colleges and higher education institutions (HEI); the percentage who went into employment or training; and those who did not have sustained participation in education, employment or training.

Why we publish destination measures

We publish destination measures to:

- provide clear and comparable information on the success of schools and colleges in helping their students continue in education, training or employment.
- encourage institutions to make sure their students receive the support needed to prepare for and take up education, training or employment which offers good long term prospects.

The history of the KS4 and KS5 destination measures

KS4 and KS5 destination measures were published for the first time in 2012. The measures showed education destinations only - the percentage of students going to, or remaining in, an education destination in a school, further education or sixth form college, or HEI, and the percentage training through an apprenticeship or work-based learning. The data related to those students who were included in the 2008/09 performance tables and showed their destinations in 2009/10.

For the first time in 2013, published data also showed the percentage of students who went into employment or training and those who were not in education, employment or training (NEET). These data related to those students who were included in the 2009/10 performance tables and showed their destinations in 2010/11.

The 2013 data also included breakdowns by student characteristics (gender, ethnicity, students' eligibility for free school meals, and special educational needs (and learning difficulties and disabilities for KS5 students)).

In 2014, the destination measures were expanded to include independent schools, special schools, specialist post-16 institutions and pupil referral units or other alternative provision.

In January 2015, the breakdown of data on disadvantaged pupils at KS4 was also included and free schools and university technical colleges appeared for the first time. These data related to those students who were included in the 2011/12 performance tables and showed their destinations in 2012/13.

In October 2015, the destination measures data was published as provisional data enabling publication to be brought forward a further 3 months. This provisional data did not contain destinations from independent schools. These data related to those students who were included in the 2012/13 performance tables and showed their destinations in 2013/14. This data was updated to include destinations from independent schools and published as revised data in January 2016.

In August 2016 we published two statistical working papers on improvements to destination measures at key stage 5. These showed the impact of including additional data on employment to increase coverage in previously published figures.

Changes included in 2014/15 destination measures

The following changes have been incorporated into the 2014/15 destination measures since the publication of the 2013/14 revised SFR in January 2016.

- Employment destinations calculated from the Longitudinal Education Outcomes (LEO) dataset are now included.
- Data from the National Client Caseload Information System (NCCIS) collected by local authorities is no longer used for key stage 5 measures. It is still used at key stage 4.
- Out-of-work benefit data from the LEO dataset is now used to identify students who are not in employment or education.
- Additional suppression has been applied to prevent disclosure of small numbers due to disaggregation of published figures.

Definition of 2014/15 destination measures

- Percentage of 2013/14 key stage 4 cohort going to, or remaining in, an education, training and/or employment destination in 2014/15
- Percentage of students, in 2013/14, who were entered for A level or other level 3 qualification, going to, or remaining in, an education and/or employment destination in 2014/15

Cohort

This SFR reports on students who completed key stage 4 or key stage 5 in the 2013/14 academic year and identifies their education, training or employment destinations in the 2014/15 academic year.

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

The students included for each institution aligns with the cohort count published in the performance tables in 2013/14. The cohort count at local authority (LA) and national level will not always align as the destination measures exclude some independent schools, which performance tables include (see Independent schools below).

A student 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 student 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 student 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 up to the LA totals, and LA figures will not always add up 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 student.

For further detail on the definition of the Performance Tables cohort, see the 2014 performance tables.

Key stage 4 cohort

The 2013/14 cohort is obtained from the published performance tables (PT) where

- Pupils are identified as being at the end of KS4. In the majority of schools, pupils in year 11 in the 2013/14 school 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, independent schools, state-funded and non-maintained special schools and alternative provision as follows:

- academies - converter mainstream
- academies - sponsor led mainstream
- city technology colleges
- community schools
- foundation schools
- pupil referral units
- special (state-funded) including free, academy converter, sponsor led academies and local authority maintained special schools
- special (non-maintained)
- free schools – mainstream and studio schools
- voluntary aided schools
- voluntary controlled schools
- university technical colleges

KS4 independent schools

Independent mainstream schools are not included in this provisional publication due to non-availability of data but will be included in the revised publication. At KS4, independent schools are only included in destination measures where the national pupil database (NPD) cohort matches exactly to the cohort from the awarding body data. If they do not align, the school will be excluded from the cohort of the destination measures. At KS5, all independent schools will be included in the revised data.

KS4 independent special schools

All independent special schools were excluded from the KS4 measure due to low matching between the cohorts in the NPD and the awarding body data.

Pupils repeating year 11

Pupils who repeated year 11 were not picked up in the KS4 cohort but were picked up as a destination in a school or college. They were not picked up in a KS5 cohort unless they were also studying A level or other level 3 qualifications.

Key stage 5 cohort

The 2013/14 cohort is obtained from the published performance tables where:

- Students aged 16, 17 or 18, were entered for A levels or other level 3 qualifications during the 2013/14 academic year; this is also referred to as '16-19'.

A student was only included in the cohort if they had been entered for at least one A level or other level 3 qualification of equivalent size. Someone who had been entered for a BTEC National Award is in our cohort, but someone who has been entered for an AS Level only is not in the cohort.

The destination measures KS5 cohort is for state-funded mainstream schools, independent schools, maintained, non-maintained and independent special schools plus the addition of further education colleges, sixth form colleges and other further education providers.

KS5 independent schools

Independent mainstream schools are not included in this provisional publication due to non-availability of data but will be included in the revised publication. The revised data will include all independent schools at KS5.

KS5 special schools

Due to small numbers, the figures for special schools are shown as a combined total covering state-funded, non-maintained and independent special schools.

Time lag

Creation of the destination measures requires a number of datasets to be matched to the pupil data in the national pupil database, one of which is awarding body (AB) data. The AB data used in this release are for the academic year 2014/15. 2015/16 AB data is also used, primarily to identify destinations from independent schools but is not available until October 2016. To enable the publication to be made timelier, independent schools have been omitted from this release and will be included in the revised edition in January 2017. This publication is therefore reporting on 2013/14 KS4 and KS5 (A level or other level 3 qualification/s) students who went on to destinations in 2014/15 but does not include independent mainstream schools.

Education destinations: data sources and definitions

The national pupil database

Data from the national pupil database (NPD) were used to calculate education destinations. The NPD is a longitudinal database linking pupil/student characteristics (e.g. age, gender and ethnicity) to school and college learning aims and attainment information for children in schools in England. Five administrative data sources used in compiling the NPD have been used to determine the education destinations, namely:

- Individualised learner record (ILR) covering English colleges, further education (FE) providers and Specialist post-16 institution (SPIs).
- School census (SC) covering English schools. This includes state-funded and non-maintained special schools and pupil referral units (PRU).
- Awarding body data for independent schools
- Alternative provision (AP) census
- Higher Education Statistics Agency (HESA) covering United Kingdom higher education institutions

The matching of these databases was undertaken at individual level using personal characteristics such as name, date of birth and postcode.

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. Students having an accepted deferred offer for 2015/16 are shown alongside their recorded activity in 2014/15 to provide additional context.

Definition of sustained participation in education destinations

To be included in the measure, students 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 2014 and March 2015 in the 2014/15 academic year, as this addresses change at the start of the academic year, where students may switch courses or start later. It is also the measurement period that is closest to the point at which the student left their former school or college and so is the period over which the institution has most influence.

Students who had completed the required two periods of attendance over the six months but with different providers (e.g. two months in a school sixth form followed by four months in a FE college) were included in the measure, reported as 'education combination' within the 'other education' line.

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

Calculation of sustained participation in the ILR, HESA and school census

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

In the ILR, the first month of an aim is counted as being 'in participation' if attendance occurred on at least the last day of that first month. Likewise for the last month of an aim, the ILR required attendance on at least the first day of the month. To bring census and HESA data in line with the ILR, the sustained participation for each learner has used the ILR methodology from the second year of the measure.

Calculation of sustained participation in awarding body data

For participation in independent schools, the awarding body data has information on which season the pupil sat their exam/s and this has been used to provide an indication of participation. For example if a pupil sat an exam in winter 2014, it can be surmised the pupil had three months participation. If the pupil sat an exam in summer 2015 it has been assumed the pupil fulfilled the full six months participation from October 2014 to March 2015.

Calculation of sustained participation in alternative provision

Start and end dates are not shown in the AP census. For this reason, it is only known if a student attended AP for a period of time in the first five months of the academic year. This was used as a proxy for sustained participation.

Calculation of sustained participation in specialist post-16 providers

Sustained participation in SPIs is calculated using start and end dates.

Participation with different providers: '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) were 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.

Employment and training data sources and definitions

Longitudinal education outcomes data

The Longitudinal Educational Outcomes (LEO) dataset extends the national pupil database by linking employment, earnings and benefits data from other government departments to education data at an individual level.

LEO data is used to calculate employment destinations and to identify students with no sustained destination who are claiming out-of-work benefits. The administrative datasets are used as follows

- employment data from Her Majesty's Revenue and Customs (HMRC)
- out-of-work benefit data from the Department for Work and Pensions (DWP)

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

Key stage 5 destination measures for the years 2010/11 to 2013/14 were updated to include new employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset. These revised estimates were published in a series of statistical working papers in August 2016. Time series data for these years, referenced in the SFR, are taken from those statistical working papers.

National Client Caseload Information System (NCCIS) data

The NCCIS is a secure system that takes a data feed directly from the local databases (CCIS) that each English local authority maintains to support their work with students. It records activity of students including employment, training and whether students are considered to be not in education, employment or training (NEET).

The 2014/15 destination measures at key stage 5 no longer include data collected by local authorities from the NCCIS dataset. This data source had been used prior to the introduction of LEO data but was not able to provide very complete coverage of employment in this age group. It is no longer required to be collected by local authorities from September 2016 for students aged 18 or over.

Removal of the NCCIS data at key stage 5 this year means there is a small break in the time series data and direct comparison between 2014/15 and previous years should be treated with caution, however the impact on coverage of employment is expected to be small as almost all destinations in the source are also available through LEO.

NCCIS data continues to be used at key stage 4, where it provides additional information on training and NEET students not captured in LEO data.

All state funded schools are required to provide information about their pupils to local authorities who use this to complete the client caseload information system (CCIS) and to track students' participation post-16. Independent schools are not required to provide information to local authorities and, whilst some choose to, the majority do not. As a result, local authorities only track a small proportion of pupils from independent schools so information on those going into employment/training or NEET is very limited.

Calculation of sustained participation in employment and training

Employment/training participation is counted providing the student had been in work or training at any time during that month and regardless of hours worked. Sustained participation for employment/training was counted if there was 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 being reported NEET or claiming out-of-work benefits. Although many of the students continued in employment or training beyond the 6 month participation period they would not be 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 is therefore permitted to have 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 the next month's (April) activity should be checked. If April was recorded as 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 NCCIS employment and training data into the measure

The full list of 2014/15 codes from the NCCIS database are in [Annex 2](#). The following paragraphs explain how they have been included in the key stage 4 measures.

The table below shows which employment and training codes are included in the employment/training reporting line. Training destinations are not currently shown separately.

Table 1 : NCCIS categories included in the measure

Employment /training	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, 381, 550
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, 380
Training	<ul style="list-style-type: none"> • EFA delivered work based learning • Other EFA funded training • Other training • Training delivered through Work Programme • Traineeships • Supported internships 	410, 420, 430, 440, 450, 460

Training activity codes 410 and 420 relate to EFA funded training, which should be reported in the ILR. Therefore if all of the 6 participation months contained these two activity codes then this training was reported from the ILR. This form of training could, 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 combinations

If the employment and training participation did not meet the full 5 months sustained participation criteria but would be met if combined with educational participation, then the student was included in the 'employment/training' 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

Students who have sustained participation in education throughout the period are reported as being in a sustained education destination and not shown as in employment, even if they were in employment alongside their study.

Students without sustained participation in education but with a combination of education and employment which together covers the entire 6 month period, are recorded as in employment.

Destination not sustained

This includes students whose records show that they did not have continuous participation in employment or education in the 6 month period from October to March but for whom we have some activity captured in our data. It primarily captures those students just missing out on sustained participation.

A student would be included in this reporting line if

- they had participated in education, employment or training during the academic year but did not complete the required six months participation, this could include periods of being reported NEET by their local authority, or if they were known to be claiming out-of-work benefits at some time during the destination year.
- they had no participation recorded and were recorded as NEET by their local authority, or were known to be claiming out-of-work benefits at some time during the destination year.

Duplicates and double counts

Duplicate pupils within the base cohort

Duplicate students are students 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. Excluding independent mainstream schools, the 2013/14 destination measure base cohorts had around 69 duplicates at KS4 and 23 at KS5.

Although duplicates were included at school and college level, some were omitted at LA and national level so that these students weren't counted twice in the overall figures. It is accepted that some duplicates remain in the data.

Double counting across destinations

The linking of students across destinations (obtained from HESA, ILR, SC, SPI and awarding body data) identified a number of students who appeared in more than one destination (i.e. more than one dataset) simultaneously. There were a number of reasons for this and processes were put in place to eliminate the double counts where possible. These are explained in [Annex 3](#).

Definitions of destination breakdowns

The coverage of students included in each of the lines within the destination measures tables is as follows.

Table 2 : Destination breakdowns reported

Destination	Key stage	Definition
Number of students (cohort)	4,5	This is the total number of students in the 2012/13 cohort and was used to create the denominator for the measure.
Overall going to a sustained education or employment / training destination	4,5	Overall going to a sustained education or employment / training destination
Apprenticeships	4,5	<p>Apprenticeships are not counted as destinations in their own right for the purposes of the destination measures but are included within other reporting lines. Apprenticeships are a subset of other reporting lines and are also identified separately within the table.</p> <p>Students were counted as being on an apprenticeship if they participated in relevant learning at any time during the October to March participation period providing that they met the sustained education criteria.</p> <p>They are identified within the ILR data by means of the variables funding stream and programme type, as designated by the Data Service.</p>
Total in a sustained education destination	4,5	Students that have gone on to any form of sustained education destination. This contained no double counting.
Further education college and other FE provider	4,5	Students that have gone on to FE colleges or other FE providers, as identified by the ILR.
School sixth form – state funded (KS4 only)	4	Pupils that have gone on to school sixth forms. These destinations were identified from school census data.
Sixth form college (KS4 only)	4	Students that have gone on to sixth form colleges, as identified by the ILR.
Breakdown of HEIs (KS5 only)	5	<ul style="list-style-type: none"> • Top third of HEIs (see below for methodology) Subgroups of the top third of HEIs are also shown: <ul style="list-style-type: none"> ○ Oxford and Cambridge universities ○ Russell Group institutions (including Oxford and Cambridge) • All other HEIs and other HE providers (excluding top third institutions). See below for further explanation.

Other education destinations (key stage 4)	4	
<i>Independent school</i>		Pupils that have gone on to independent schools. These destinations were identified from awarding body data.
<i>Alternative provision (AP) and pupil referral units (PRUs)</i>		Data on pupils in PRUs includes those who have their primary registration at a PRU or AP academy (including AP free schools). Data on children in alternative provision refers to pupils who were attending a school not maintained by a local authority, where the authority was paying for the full tuition or who were educated under arrangements made (and funded) by the authority, but not in a school or a pupil referral unit (e.g. pupils educated in community homes or units). Attendance via AP for a period of time in the first five months of the academic year was used as a proxy for sustained participation.
<i>Special schools</i>		Pupils that have gone on to state-funded, non-maintained or independent special schools. State-funded special includes local authority maintained schools, free schools and academies.
<i>Specialist post-16 institutions</i>		Students that have gone on to specialist post-16 institutions. These destinations are identified from Individualised Learner Record (ILR) data.
<i>Sustained education combination</i>		Students could be identified as completing a first period of learning at one type of institution 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. This combination line does not include AP as sustained participation information was not available here; it was only known if they attended for a period of time in the first five months of the academic year.
<i>UK higher education (HE) institution</i>		Students that have gone on to any HE institution (HEI) in the UK. Due to the very small numbers reported in the HEI line for KS4, it was not possible to show further breakdowns for this cohort.
Other education destinations (key stage 5)	5	Includes categories below:
<i>Independent school</i>		See key stage 4 for definition.

<p><i>Alternative provision (AP) and pupil referral units (PRUs)</i></p>		<p>Data on pupils in PRUs includes those who have their primary registration at a PRU or AP academy (including AP free schools).</p> <p>Data on children in alternative provision refers to pupils who were attending a school not maintained by a local authority, where the authority was paying for the full tuition or who were educated under arrangements made (and funded) by the authority, but not in a school or a pupil referral unit (e.g. pupils educated in community homes or units).</p> <p>Attendance via AP for a period of time in the first five months of the academic year was used as a proxy for sustained participation.</p>
<p><i>Special schools</i></p>		<p>Pupils that have gone on to state-funded, non-maintained or independent special schools. State-funded special includes local authority maintained schools, free schools and academies.</p>
<p><i>Specialist post-16 institutions</i></p>		<p>Students that have gone on to specialist post-16 institutions. These destinations are identified from Individualised Learner Record (ILR) data.</p>
<p><i>Sustained education combination</i></p>		<p>Students could be identified as completing a first period of learning at one type of institution 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.</p> <p>This combination line does not include AP as sustained participation information was not available here; it was only known if they attended for a period of time in the first five months of the academic year.</p>
<p>Not recorded as a sustained destination</p>	<p>4,5</p>	<p>This includes pupils who were captured in the destination source data but who failed to meet the sustained participation criteria; it covers</p> <ul style="list-style-type: none"> • students who had participated in education, employment or training during the academic year but did not complete the required six months sustained participation, this could include periods of being recorded as NEET by their local authority, or were known to be claiming out-of-work benefits at some time during the destination year. • students who had no participation recorded and were recorded as NEET by their local authority, or were known to be claiming out-of-work benefits at some time during the destination year.

Activity not captured in the data	4,5	<p>The student was not found to have any participation in education or employment and was also not recorded by their Local Authority as NEET, nor recorded as receiving out-of-work benefits at any point in the year.</p> <p>Possible reasons for this could be that the pupil was living, working or studying abroad, was self-employed, or was attending a Scottish or Welsh college or school. Some pupils may have an education destination to an independent school that was not identified in the currently available data but may be included in the revised publication.</p> <p>Some students were identified as being DWP/HMRC customers and had been issued with a national insurance number but no employment or benefit data was recorded for them.</p> <p>The remainder of the students (less than 1% of the cohort) were not found in any data. These students may have participation which was not correctly matched to the individual.</p>
Recorded as UCAS acceptance for deferred entry into HE (including 'gap year')	5	<p>This is an estimate of students 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 students may enter HE that year through other routes, including applying in another UCAS application cycle.</p> <p>Deferred acceptances are calculated from the entire cohort and are not reported as a distinct destination. Students reported as deferred acceptance could also be recorded in any other reporting line including education destination, employment destination, destination not sustained or not captured in the data depending on their activity in the 2014/15 academic year.</p>

FE providers

A number of students 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, the following methodology was used to allocate FE institution types:

- Any student identified in more than one FE institution type was allocated to where most of their learning was carried out, according to their learning aims.
- Any student with an equal number of aims in two different FE institution types was allocated to the 'Further education and other FE provider' line.

In addition, a number of students were identified within the HESA data as being registered for FE level study i.e. they were undergoing FE study within a HEI. These students were also reported in the 'Further education and other FE provider' category.

Other HE Providers

A number of students were identified within the ILR data as having higher education aims i.e. there were students undergoing higher education learning within a further education institution. These students 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 student was identified and had all HE aims, the student would be counted in the HEI reporting line and included under 'Other HE institutions or providers'.

Calculation of the top third of HEIs

The most selective higher education is defined 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 88% of HEIs remained in the top third for 7 consecutive years, from 2006/07 to 2012/13. The latest top third list is for 2012/13. The calculation is restricted to the top three A level attainment; pupils who study other qualifications at key stage 5 will be excluded.

A small improvement was made to the methodology for the identification of the most selective group of higher education institutions (HEIs). Students with no A level points recorded on the database have been removed from the calculations. This has increased the mean scores of HEIs, but the identification of the top third most selective HEIs otherwise remains the same.

[Annex 1](#) lists the HEIs in the 'Top third of HEIs' and Russell Group. Further information is also available in tables 3a and 3b and Annex B in the [Widening Participation in Higher Education publication](#).

Other Reporting Issues

Comparisons with previous year

Some of the differences across years may be attributable to the tightening of methodology or the improvements in data matching, so comparisons across years must be treated with caution. Employment destinations in 2014/15 now include LEO data but at key stage 5 NCCIS is no longer used. See our statistical working papers published in August 2016 for further information.

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. The exception is Harris Federation Post-16 sixth form consortia where only aggregated results are reported at institution level and not individual feeder schools. In the local authority tables, Harris consortia are included under Croydon local authority.

For UCAS data on accepted deferred offers, we have published figures on the feeders and the overall consortia figure.

Characteristics data

For KS4 gender, ethnicity, pupils eligible for and claiming free school meals and disadvantaged pupils 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), ILR (colleges) and awarding body data (independent schools). 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 students in school at KS5. Pupils eligible for and claiming free school meals is only relevant up to year 11; Free school meals data for KS5 students were therefore captured from census and NPD data and were identified if they were claiming at any time in year 11.

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

The definitions from the SEN Code of Practice are as follows:

- 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 after KS5 are shown for students with SEN and learners with learning difficulties and disabilities (LLDD). The distinction between students with SEN and learners with learning difficulties and disabilities is based on the differing recording systems between schools and colleges. College data is self-identified and records a learning difficulty and /or disability in the individualised learner record (ILR) whilst schools identify students with SEN in the school census.

SEN indicators were taken from the 2013/14 school census at KS5 and LLDD indicators were taken from 2013/14 ILR. Learners were included if they had an indicator at any point during the year. As SEN is only applicable for students in schools and LLDD is only applicable for colleges, the institution level information is presented in separate tables for schools and colleges.

Disadvantaged pupils

KS4 data are broken down to show destinations for disadvantaged pupils. In this publication, disadvantaged pupils are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after by their local authority. These are the pupils who would have attracted the pupil premium at the end of the 2013/14 academic year.

KS5 data show destinations for disadvantaged pupils for the first time. Students taking A level or other level 3 qualifications in 2013/14 would have been eligible for pupil premium when they were in year 11. This year 11 disadvantaged status is used for the KS5 cohort. Pupil premium funding was introduced in 2011.

How data is shown

Suppression

The Department has applied the following suppression rules to the destination measure data to ensure that individual pupils cannot be identified.

In all tables:

- Any institution with fewer than 11 pupils in their 2013/14 cohort has had all of their data suppressed; the figures have been replaced with an 'x'. Schools with no pupils in the cohort are shown with a '.'.
- Figures referring to outcomes for 1 or 2 individuals have been suppressed and replaced by an 'x'. Zeros remain zeros unless they reveal information about employment destinations.

At national, LA and regional:

- All numbers have been rounded to the nearest 5

In all tables:

- Secondary and tertiary suppression has been applied to preserve confidentiality and prevent disclosure by disaggregating published figures and values are replaced with an 'x'. See [Annex 4](#).

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 '*' in all cases. Some values have been suppressed due to possible disclosure by totalling values elsewhere.

These rules are also applied to the percentages tables, so that numerators of less than 3 are suppressed. Percentages are calculated using unrounded data.

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

Similar publications

Widening Participation Measure

The following measures looking at widening participation are published:

- 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 destination measures. First, the destination 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 widening participation measure only considers those who progress to HE.

In addition, the destination 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 widening participation measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.

Comparisons with the widening participation free school meals measure

The widening measure covers pupils aged 15 in state-funded schools, by free school meal status at age 15, who entered HE by age 19. The KS5 destination measure looks at students in the October to March after taking A level or other level 3 qualifications.

Comparisons with the widening participation most selective HEI measure

The destinations measure includes those entered for A level or other level 3 qualifications aged 16-18, whilst the widening participation measure includes those who studied at least one A Level at academic age 17. Further information can be found in the [Widening Participation Measures publication](#).

FE Choices learner destination measures

This publication covers the destinations of students in FE colleges, including sixth form colleges, apprenticeships and work based learning providers, but not school sixth forms.

It covers all adult learners, but for 16-18 year olds, it covers those who completed apprenticeships only.

Therefore three differences are that the key stage 4 and key stage 5 destination measures cover the destinations of students, but not adults, includes schools as well as FE institutions, and covers all learning not just apprenticeships for 16-18 year olds.

Also, FE Choices uses a different methodology to derive the employment destinations figures by using a survey, rather than the NCCIS. 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 destinations measure includes all students 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 can be found at the [FE Choices](#) webpage.

Participation in Education, Training and Employment SFR

The most recent statistical first release (SFR) on [Participation in Education, Training and Employment](#) was published by the Department for Education (DfE) on 30th June 2016, including data up to end 2015.

This SFR provides 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 qualifications. 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 and recorded NEET' mainly includes those who did not have continuous participation and were recorded by the LA as NEET or had a period of claiming out-of-work benefits at some time in the destination year. There is a third category who had no activity recorded and were recorded by the LA as NEET or had a period of claiming out-of-work benefits at some time in the destination year.

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 students 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 students. 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 students 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 students who completed key stage 4 in the previous year; hence it's the 2013/14 KS4 cohort and their education destinations in 2014/15. 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 2013/14. For this reason there will be a strong overlap between the key stage 4 education destinations statistics and the Participation SFR statistics for academic age 16 year olds at end 2014.

The key stage 5 cohort for destination measures is defined as students who entered A level or other level 3 qualification, in state-funded schools and colleges, at academic age 16-18 (2013/14 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

This was calculated according to mean UCAS A level tariff score of entrants. The latest top third list available is for 2012/13.

Aston University

Cardiff University

Central School of Speech and Drama

City University

Courtauld Institute of Art

Glasgow School of Art

Goldsmiths College

Guildhall School of Music & Drama

Heythrop College

Imperial College of Science, Technology & Medicine

Kings College London

London School of Economics and Political Science

Loughborough University

Queen Mary and Westfield College

Queens University of Belfast

Royal Academy of Music

Royal College of Music

Royal Holloway and Bedford New College

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 Durham
University of East Anglia
University of Edinburgh
University of Exeter
University of Glasgow
University of Kent
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 Strathclyde
University of Surrey
University of Sussex
University of Warwick
University of York

Russell Group

University of Birmingham

University of Bristol

University of Cambridge

Cardiff University

University of Durham

University of Edinburgh

University of Exeter

University of Glasgow

Imperial College London

King's College London

University of Leeds

University of Liverpool

London School of Economics and Political Science

University of Manchester

Newcastle University

University of Nottingham

University of Oxford

Queen Mary University of London

Queens University of Belfast

University of Sheffield

University of Southampton

University College London

University of Warwick

University of York

Annex 2: NCCIS codes

Active	Activity	Code
IN LEARNING	Full time education	
	School Sixth Form	210
	Sixth Form College	220
	Further Education	230
	Higher Education	240
	Other post 16 education	270
	Full time training	
	EFA delivered work based learning	410, 420
	Other training	430
	Traineeship	450
	Supported internships	460
	Full time employment	
	Apprenticeship	310
Employment combined with accredited training	320, 381, 550	
Employment with locally recognised training	340	
Job without training	330, 350, 380	
Not settled		
NOT SETTLED	Not settled - Active	
	Available to the labour market	610 - 619
	Part time education	250
	Part time employment	360
	Re-engagement activities	530
	Working not for reward	540
	Not settled - Not Active	
	Supporting family - young carers	620
	Supporting family - teenage parents	630
	Illness	640
	Pregnancy	650
	Custodial Sentence	710
	Asylum seekers without citizenship	720
	Other reason	660, 670, 680
others		
Moved out of contact cannot be contacted	820	
Current situation not known	810	
Refused to disclose activity	830	

Annex 3: Double counting

Mismatching

As outlined under “Data Sources” above, the destinations data are independently matched to the national pupil database (NPD). When investigating why students appeared in more than one destination, it was discovered that there were cases where more than one student (from the destination datasets) had incorrectly been associated with the same pupil matching reference (PMR). In these cases, a manual check was carried out and the incorrect matches were removed from the appropriate destinations data source.

ILR and School census (SC) or HESA double counts: Unfunded students

A number of students appeared in the ILR data and other data sources simultaneously. Some of these were identified as being unfunded by the Education Funding Agency (EFA) 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 institution which was funding them.

SC and ILR or HESA double counts: Subsidiary pupils

A number of students 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 students 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 students appeared in the ILR and SC datasets simultaneously. To deal with this, students 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. This does not remove double counts entirely.

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.

Some students were shown as double counts in the HESA and ILR or SC but the HE Course Aim reference indicated that the HE record was for a modular element supplied to the school or college by HEIs such as the Young Applicants in Schools Scheme (YASS) run by the Open University and other HEIs participating in Higher Education Modules in Schools (HEMiS). In these instances the student was not allocated to the HEI but was recorded as a destination in the ILR or SC.

Awarding Body data (independent schools) and ILR or school census

Students were identified as being simultaneously in independent schools, via the awarding body data, and the ILR. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the independent school.

Where students were identified as being in both an independent school and a state-funded mainstream school, the student was allocated to the independent school if the (state-funded) school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the student was allocated to the state-funded school.

For students identified as being in an independent school (via awarding body data) and college (via the ILR) or school (via the School census), the student was allocated according to where the majority of aims were completed, if they had not been allocated according to the rules above.

Special schools and ILR, school census or awarding body data

Students were identified as being simultaneously in colleges and special schools. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the special school.

Where students were identified as being in both a special school and a mainstream school, the pupil was allocated to the special school if the mainstream school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the student was allocated to the mainstream school.

For students identified as being in a special school and in an independent school (via awarding body data), the student was allocated to the independent school if the special school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the pupil was allocated to the special school.

SPIs and ILR, school census or awarding body data

Students were identified as being simultaneously in SPIs and colleges. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the SPI.

Where students were identified as being in both an SPI and a mainstream school, the pupil was allocated to the SPI if the mainstream school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the student was allocated to the mainstream school.

For students identified as being in an SPI and a special school or pupil referral unit (PRU), the student was allocated to the SPI if the special school or PRU census recorded the pupil as having an enrolment status of “subsidiary”. Otherwise the student was allocated to the special school or PRU.

Pupil referral unit (PRU)

Students were identified as being simultaneously in PRUs and colleges. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the student was allocated to the PRU.

Where students were identified as being in both a PRU and a mainstream school, the student was allocated to the PRU if the mainstream school census recorded the student as having an enrolment status of “subsidiary”. Otherwise the student was allocated to the mainstream school.

For students identified as being in a PRU and special school, the student was allocated to the PRU if the special school recorded the student as having an enrolment status of “subsidiary”. Where both the PRU and special school recorded the student as having an enrolment status of “subsidiary”, the student was allocated to the special school.

Where students were identified as being in a PRU and SPI, the student was allocated to the SPI if the PRU census recorded the pupil as having an enrolment status of “subsidiary. Otherwise the student was allocated to the PRU.

Alternative provision

These destinations are only included if the student has not been identified in any other education destination.

Remaining double counts

The processes outlined above reduced the number of double counts but did not eliminate them entirely as some students were taking an equal number and equal level of aims in both of the datasets. Some double counts remain in the final datasets for KS4 and KS5.

There are no double counts between employment and education as students are allocated to education destinations first should they be in education and employment simultaneously.

Annex 4: Suppression

Suppression of all destinations data

Small cohorts

All outcomes are suppressed for cohorts of fewer than 11 individuals. This is to minimise the risk that somebody could use the table to deduce information about individuals. Only the number of students in the cohort will be shown.

This applies to institutions, geographic breakdowns and characteristics breakdowns. For example if a school had 20 students, of which 12 were girls and 8 were boys, an overall figure for the school would be provided but the gender breakdown would be suppressed.

Low coverage

All outcomes are suppressed for a small number of institutions where the data matching rate is low and could give a misleading representation of the institution's performance. Institutions where fewer than 95% of students were matched to any of our data sources have all outcomes suppressed. Only the number of students in the cohort will be shown.

This is to avoid making judgements about a school which could be due to our data quality or matching process rather than differences in the activity of students. A total of 22 institutions are affected at key stage 5 and none at key stage 4.

Primary suppression of certain destination breakdowns

Small numbers

Figures referring to 1 or 2 individuals are suppressed to prevent the risk of identification. Both the number of students and percentages based on 1 or 2 individuals are suppressed.

Disclosive zeroes

Zeroes are shown as zeroes in the table for education breakdowns. Although this reveals information about the cohort as a whole, it is not considered to be sensitive. Where zeroes appear in the employment destinations this is considered more sensitive due to the use of HMRC data in this category. Both the number of students and percentages based on 0 individuals being recorded in employment are suppressed.

Secondary and tertiary suppression

Across destination breakdowns

Where a number has been suppressed in one category (for example due to a small number) it would be possible to calculate the missing number by differencing from a total.

Additional breakdowns within the table are suppressed to prevent this figure from being revealed. Usually the next smallest number is suppressed to preserve the maximum information within the table.

In some cases tertiary suppression is required due to the hierarchical nature of the destination categories.

Across characteristic categories

Where a breakdown is not provided for one subgroup (e.g. girls) either due to a small cohort, or to primary or secondary suppression of a breakdown, the corresponding figure for another subgroup (e.g. boys) is suppressed to prevent calculation by differencing from the total.

Rounding

Rounding has been applied to tables at local authority and national level to aid in suppression across geographic areas.

Suppression of UCAS deferred entry data

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 '*' in all cases. Some values have been suppressed due to possible disclosure by totalling values elsewhere.



Department
for Education

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