



Destinations of 16 to 18 students who completed level 2 & 3 qualifications in 2015-16; and higher (level 4+) destinations of 2014-15 level 3 students, England

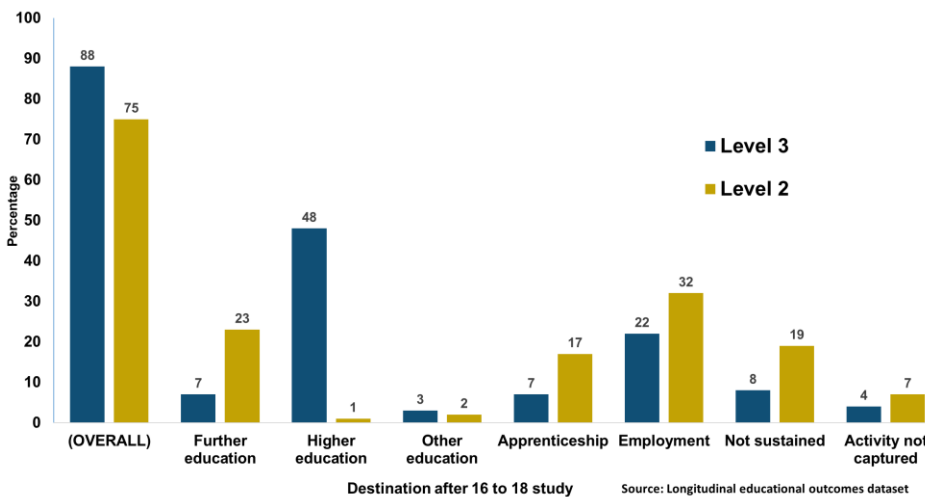
16 October 2018

We have released additional experimental statistics alongside our standard tables

We've included new experimental statistics which aim to help users understand the bigger picture of destination outcomes for all students. We expect to continue publishing information on these topics in future years, but these updates may not be in the format provided in the present release.

We welcome feedback on these statistics. Please let us know if you have any comments, questions or suggestions. You can email us at destination.measures@education.gov.uk

Students who entered level 2 qualifications at 16 to 18 have lower sustained destinations but strong progress into apprenticeships, employment and further education at level 3

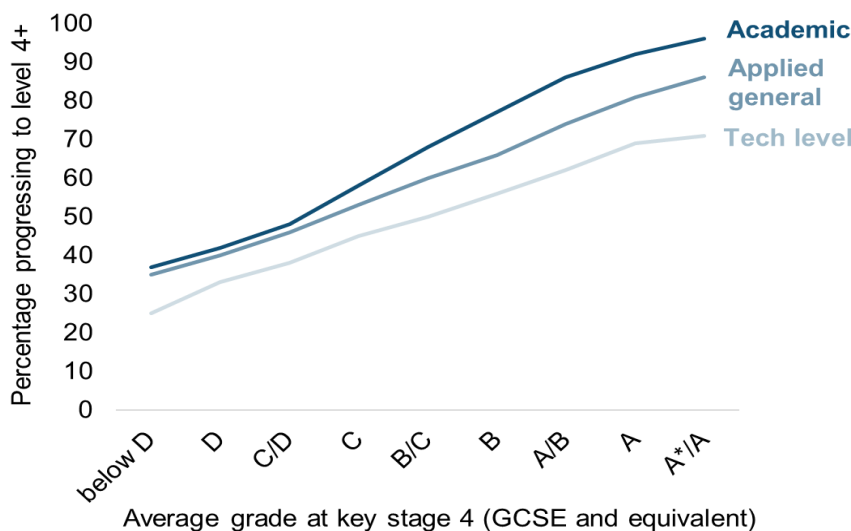


Students who entered mainly level 2 qualifications at 16 to 18 in 2015/16 were less likely to have sustained education or employment than those who had studied at level 3 (75% vs. 88%).

However, more level 2 students (17%) went into apprenticeships for at least 6 months – mostly at level 3.

Over one fifth (23%) of level 2 students progressed to further education while 32% were employed in the first two terms after 16 to 18 study.

Progress to higher study at level 4+ increases by 15 percentage points in second year after 16 to 18 study; depends heavily on qualification type and prior attainment



Over three fifths (62%) of students who entered level 3 qualifications in 2014/15 went into level 4+ study for at least 6 months when measured over two years – much higher than in just the first two terms (47%). Most (94%) were studying for degrees while some were working towards higher apprenticeships and level 4/5 courses.

Students with higher attainment at GCSE were more likely to progress to level 4+ study. For students who studied academic qualifications at 16-18 with the same attainment level, were more likely to continue at a higher level.

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About this supplementary experimental release

This document provides information on experimental statistics published alongside our standard key stage 4 and key stage 5 destination measures for students who completed 16 to 18 study in 2015/16.

We've included these new experimental statistics to help users understand the bigger picture of destination outcomes for all students and provide early benchmarks for accountability measures under development.

We expect to continue publishing information on these topics in future years, but these updates may not be in the format provided in the present release.

In this publication

The following experimental statistical tables are included in this publication:

- Destination measures 2016/17 experimental tables

Feedback

We welcome feedback on these experimental statistics. Please let us know if you have any comments, questions or suggestions. You can email us at destination.measures@education.gov.uk

1. Destinations for the 16 to 18 experimental cohort (Tables Exp 1 to 3)

This experimental analysis provides a high level overview of outcomes for students beyond those who entered A levels or other level 3 qualifications during 16 to 18 study (who are reported in our standard key stage 5 tables).

From 2016/17, school and college performance tables will be reporting on the achievements of other students aged 16 to 18 studying lower level qualifications.

Whose destinations are we reporting?

Level 3 students

This group is very similar to those included in our standard key stage 5 tables; except it also includes level 3 students who did not have an institution allocated in 2015/16 (see the flexible destination years section below). They have entered approved advanced qualifications such as A levels. From 2016, fewer qualifications were approved for 16 to 18 students, which were designated as **academic, applied general** or **tech levels**. Students taking unapproved level 3 qualifications have been excluded. Students entering a qualification equivalent to one AS level have been included.

Level 2 students

Results for approved level 2 qualifications and technical certificates were published in the performance tables for the first time in 2016/17. The level 2 students included in this release are those who would have been reported as completing 16 to 18 study in the 2015/16 academic year if the rules used for reporting of attainment and progress results from 2016/17 had been applied. This group includes students whose main qualification aim at their last institution was either **technical certificates** or other approved **level 2 vocational qualifications**.

Students in scope for 16 to 18 English and maths measures (English and maths students)

Some of the tables reported here include breakdowns to show which of the level 2 and level 3 students were also in scope for 16 to 18 English and Maths measures. These are students who did not achieve A*-C grades in English and maths GCSEs during key stage 4. They are now required to continue studying these subjects post-16 and have been reported in performance tables from 2016.

We show whether these level 2 and level 3 students went into a sustained education or employment destination for at least two terms in the year after the end of their 16 to 18 phase of study, from October to March, or into an apprenticeship destination for at least six months.

This experimental analysis uses a “flexible destination year” approach. Rather than always determining the student’s destination in 2016/17, the year after their last institution attendance is used.

Cohort size

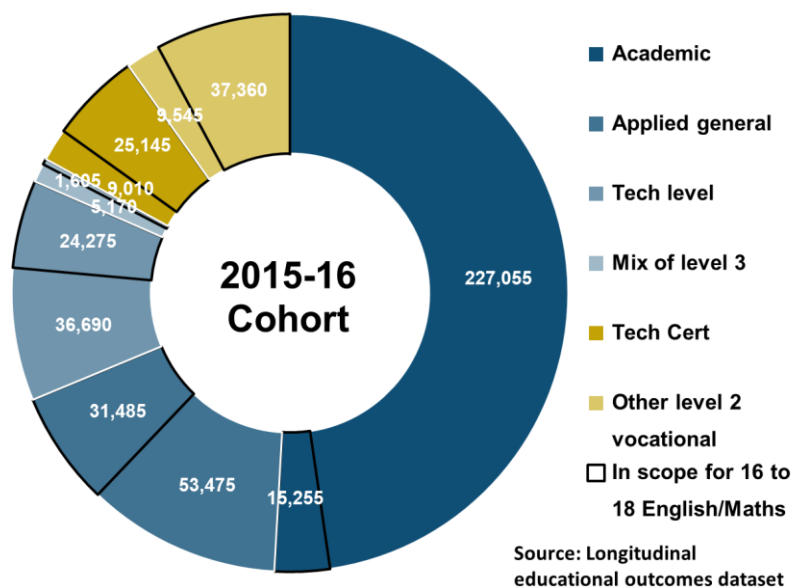


Figure 1: 2015-16 experimental cohort by main qualification group.

England, state-funded schools and FE-sector colleges. The areas enclosed by the solid black outline represent those students who were also in scope for 16 to 18 English/Maths measures.

Of the 476,000 students who completed 16 to 18 study in 2015-16 and had entered approved level 3 or level 2 vocational qualifications, just over half (51%) studied academic level 3 qualifications (mostly A levels) as their main qualification type. A further 18% studied applied general qualifications, 13% studied tech levels, and 1% an equal mix of two or more of these level 3 qualification types. Level 2 qualifications were the main focus of the remaining

17% of the cohort, with 7% studying technical certificates and 10% studying other approved level 2 vocational qualifications.

The decision on which group to place each student in is based on their largest volume of entries (not simply the highest count). Students who enter an equal volume of level 2 and level 3 qualifications have been placed in a suitable level 3 group; students who study an equal volume of different level 3 qualifications have been placed in the "Mix of level 3" category; students who study for technical certificates and other level 2 vocational qualifications equally were placed in the technical certificate category.

Each qualification type is subdivided into students in scope for the 16 to 18 English and maths measures and those who were not (i.e., those with A*-C passes at GCSE for English and Maths). The size of each group within the 2015/16 cohort is shown in Figure 1, with level 3 qualifications in blue and level 2 in gold. Students in scope for the 16 to 18 English and maths measure made up 28% of the experimental cohort. They comprised 18% (~73,000) of the level 3 group, and 77% (~63,000) of the level 2 group.

Not all 16 to 18 students in 2015/16 entered qualifications in these categories. Some entered qualifications at level 2 or 3 which are not included in school and college performance tables; some entered qualifications at entry level or level 1 and others did not enter qualifications. These students are not included in the cohort or these statistics.

Destinations (non-overlapping)

Figure 2 presents the destinations of the cohort by level. Level 3 students were more likely to sustain a destination (88%) than level 2 students (75%). Level 3 students were far more likely to progress to a higher education (level 4+) destination than level 2 students, and less likely to progress to a further education, employment or apprenticeship destination.

Figure 2: Destinations by main level studied
 England, state-funded schools and FE-sector colleges.

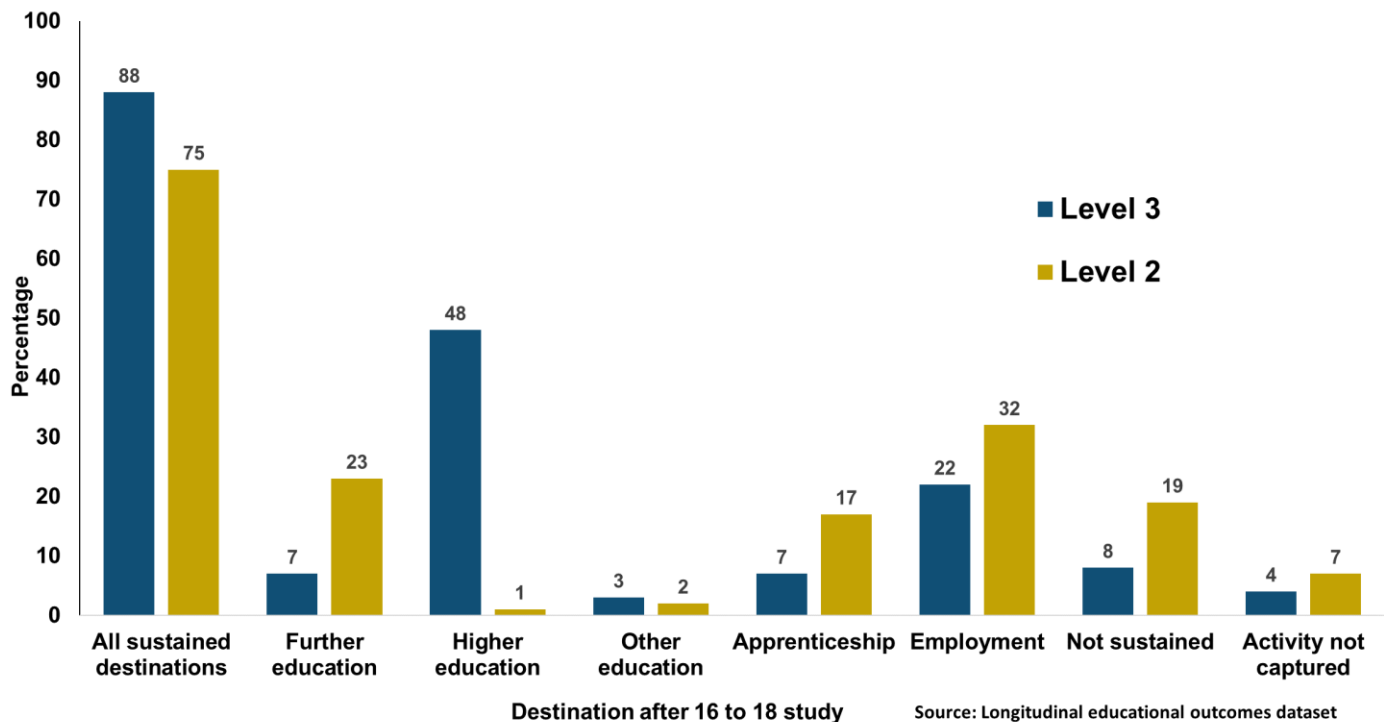


Figure 3 presents a more detailed breakdown of destinations. In this chart, each student is reported in only one qualification group, even if they studied multiple qualification types.

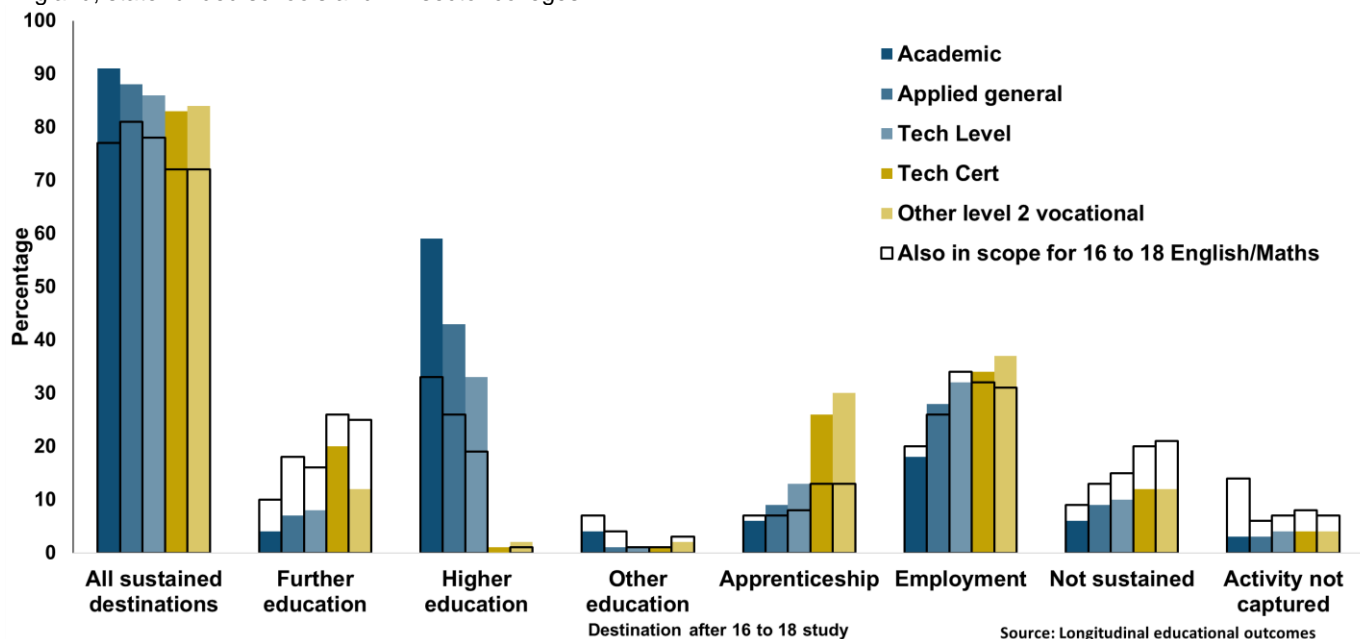
How groups are represented in Figures 3, 5 and 6

The **solid coloured bars** represent the results for those students with good passes in maths and English GCSEs (who were **not in scope** for the 16 to 18 English and maths measures), while the **black outlines** represent the results for those students studying the same qualifications while **in scope** for the 16 to 18 English and maths measures (i.e. with low prior attainment).

Results are included in the accompanying tables but not the charts for the Mix of level 3 group due to its small size.

Figure 3: Destinations of level 2 (gold) and level 3 (blue) students, non-overlapping

England, state-funded schools and FE-sector colleges



English/Maths students are less likely to have a sustained destination, particularly in higher education and apprenticeships. However they are almost as likely to progress into employment, and much more likely to continue in Further education after 16 to 18 study compared to students not in scope for English/Maths.

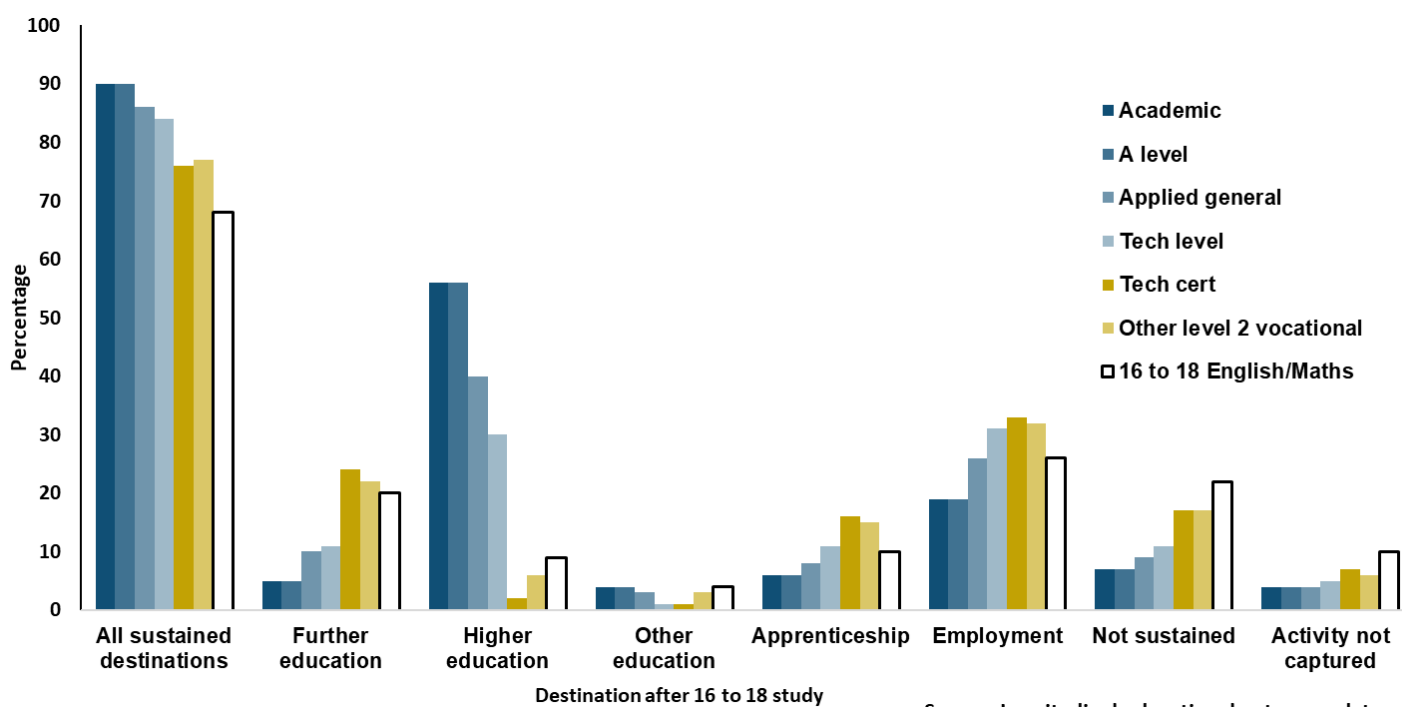
It can also be seen that the sustained-destination gap between level 2 and level 3 students that had been identified in Figure 2 is less pronounced when only students in scope for English/Maths (black outline), or only students out of scope (solid bars), are considered. This suggests that the level gap might be explained in part by the level 2 group being comprised of a higher proportion of low prior-attainment students (as was seen in Figure 1).

Destinations (overlapping)

Figure 4 (based on accompanying table EXP2) also shows destinations. However, while Figure 3 only counts each student once against their main qualification type, Figure 4 includes students against every qualification type that they studied at their last 16 to 18 educational institution. As such they may appear in multiple qualification groups. Further, the 16 to 18 English/Maths group includes *all* students who completed 16 to 18 study in 2015/16 and were in scope for the 16 to 18 English and maths progress measures, rather than those that were studying approved level 2 or level 3 qualifications. This means that a further 90,000 students are included in the group shown by the 16 to 18 English/Maths bar. The figure thus presents a total of 1,064,000 destinations from 566,000 students (cf. 476,000 destinations from 476,000 students in Figure 3).

Figure 4: Destinations of level 2, level 3, and English/Maths students (overlapping cohorts)

England, state-funded schools and FE-sector colleges



The general pattern is similar to that presented for the non-overlapping results in Figure 3. A striking difference is that the proportion of level 2 students progressing to an apprenticeship destination drops. This shows that students who study level 2 qualifications alongside level 3 qualifications are less likely to move on to an apprenticeship than students whose main focus is level 2 qualifications. Figure 4 also highlights how students in scope for the English and maths measure, regardless of other studies, are less likely to have a sustained destination.

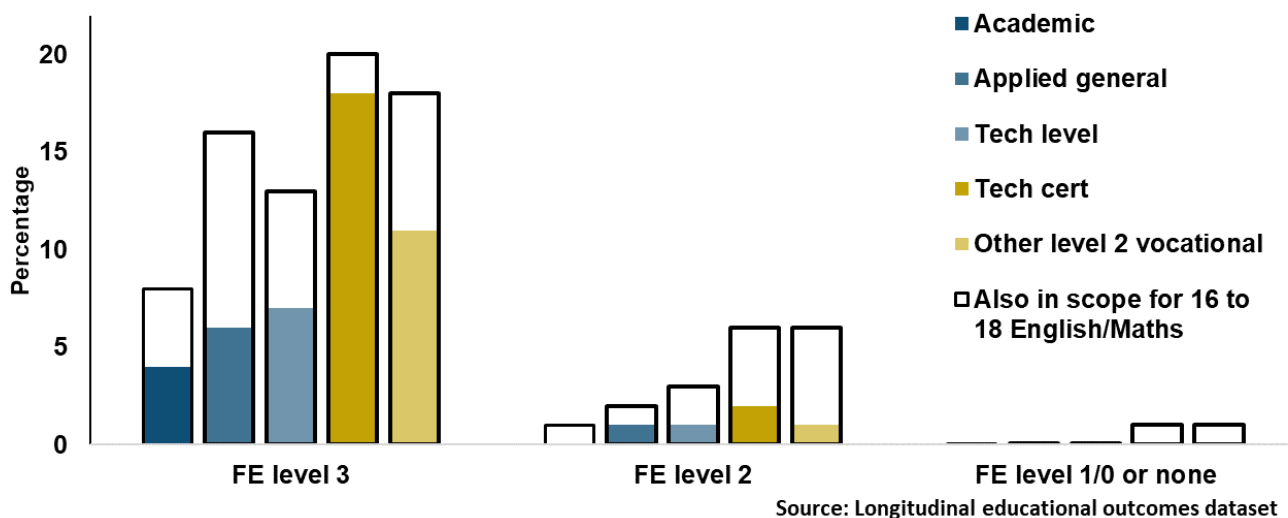
Further education destinations by level

Figure 5 presents the students that progressed to a classroom-based further education destination, broken down by the qualification level that they went on to study in their destination year. The percentage on the y-axis is of the total cohort. As expected, the vast majority (81%) of FE destination students were studying for level 3 qualifications, with just 15% studying at level 2 and 4% at level 1, 0 (entry level) or undefined. As was seen in Figure 3, students also in scope for the English and Maths measure were more likely to have an FE destination of any level.

Students who had entered technical certificates were more likely to progress to classroom-based level 3 qualifications than students entering other level 2 vocational qualifications.

Figure 5: Further education destination by level

England, state-funded schools and FE-sector colleges

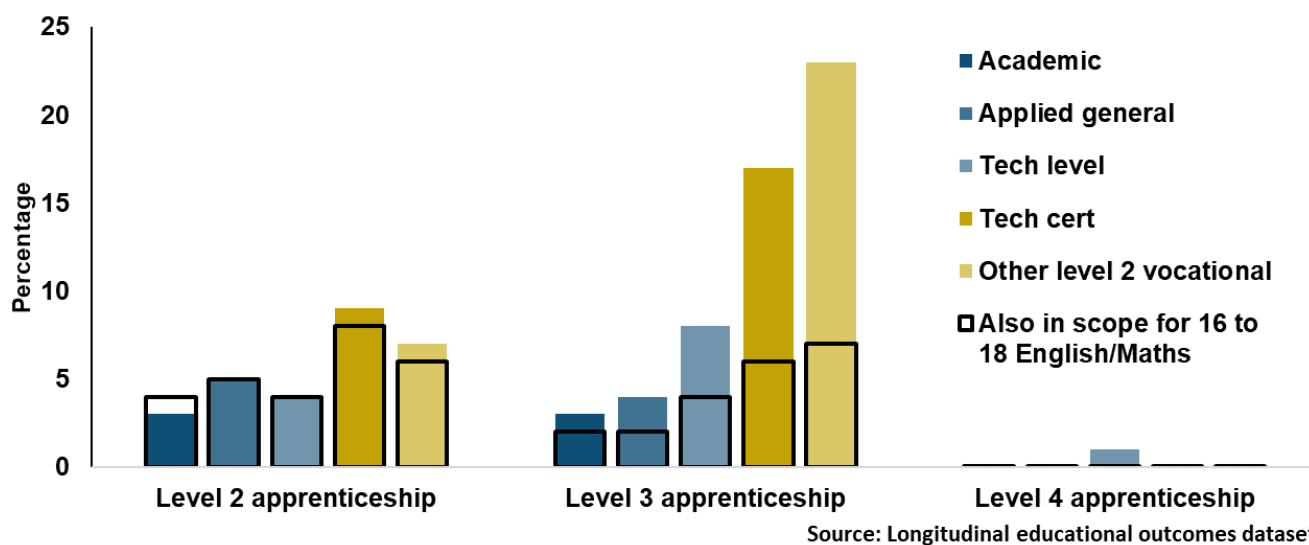


Apprenticeship destinations by level

Figure 6 presents the students that progressed to an apprenticeship destination broken down by the apprenticeship level that they went in to in their destination year. The percentages are of the total cohort.

Figure 6: Apprenticeship destination by level

England, state-funded schools and FE-sector colleges



We saw in Figure 3 that level 2 students were much more likely to progress to an apprenticeship destination than level 3 students. Figure 6 shows that many more level 2 students went on to a level 3 apprenticeship than a level 2 apprenticeship, and were also much more likely to continue to a level 3

apprenticeship than level 3 students. In contrast to classroom-based further education, students who had entered technical certificates were less likely to begin level 3 apprenticeships than students entering other level 2 vocational qualifications.

For level 3 academic and applied general students the distribution between a level 2 apprenticeship destination and a level 3 apprenticeship destination was approximately equal.

Flexible destination years

Under the new rules used for reporting of attainment and progress results from 2016, some students (who do not complete two years of study at the same educational institution and do not enter qualifications equivalent to at least two A levels) reach the end of the 16 to 18 study period without having attended an institution in their final year. This results in a gap of one or two years between their last attendance and their destination.

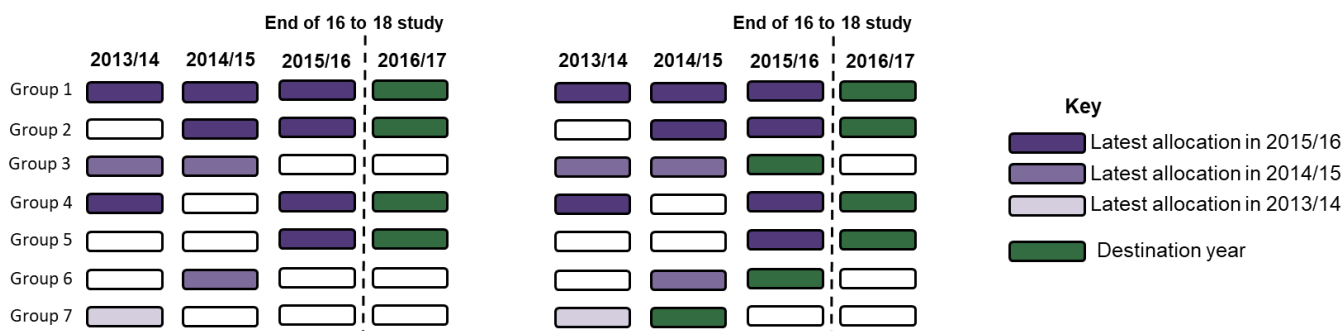
The small number of level 3 students in this situation in 2015/16 are not included in the standard tables because the destination is less likely to reflect the institution’s influence.

This experimental analysis uses a “flexible destination year”. Rather than always determining the student’s destination in 2016/17, the year after their last attendance is used (usually 2016/17, but not always).

Figure 7 shows the seven possible attendance patterns over the 16 to 18 study period. Students who don’t have a destination reported in this year’s standard tables (left side of figure) do have a destination under the flexible destination year methodology (right side). While this means that the destinations no longer all take place in the same academic year, it allows more students to have their destinations reported, it more accurately reflects the influence of the institution in achieving that destination, and it measures destinations of students at a point in time that is more comparable and meaningful from the perspective of the student and school or college (important for accountability purposes) than if 2016/17 had always been used.

Figure 7: Destination year for the possible attendance patterns in the standard tables (left) and under the flexible methodology (right).

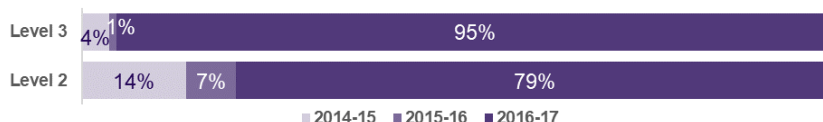
Destinations are not reported for students in groups 3, 6 and 7 in the standard tables.



This only affects about 5% of level 3 students (see Figure 8, based on table EXP3), however, it affects a much larger proportion of level 2 students, necessitating the change in methodology. In Figure 8, students from group 7 are presented in the mauve on the left, students from groups 3 and 6 in the middle, and students from groups 1, 2, 4 and 5 in the purple on the right.

Figure 8: Destination year for level 3 and level 2 students

England, state-funded schools and FE-sector colleges



2. Higher level study and apprenticeship destinations for 16 to 18 students who entered level 3 qualifications (Tables Exp 4 to 6)

This experimental analysis provides a high level overview of higher education and higher apprenticeship outcomes for 16 to 18 students. The government has been clear that we want to see students progressing to both university and higher level technical and vocational learning, including apprenticeships.

In future, school and college performance tables may include more information on whether students aged 16 to 18 who entered A levels or other level 3 qualifications went into higher level study at level 4 or above across all sectors. The timing or definitions used may differ from the current destination methodology.

What destinations are we reporting?

The outcomes included are for students who had entered [approved level 3 qualifications](#) (such as A levels) while aged 16 to 18 in a school or college in England and who had sustained participation in a study aim at level 4 or above after completing 16 to 18 study.

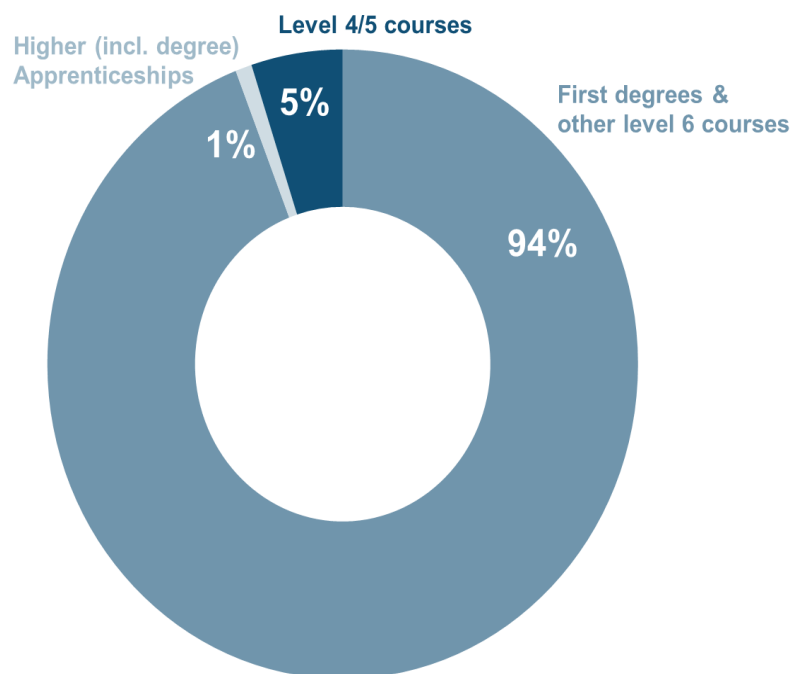
Our classroom-based higher education destinations include study at degree level in universities and other HEIs, further education colleges and on [designated courses at HE alternative providers](#). Other higher qualifications (such as Higher National Certificates and Diplomas, or Foundation Degrees) are also included. In our standard destination statistics, apprenticeships are reported separately from classroom-based education. In this analysis, higher and degree apprenticeships are reported together with higher education outcomes.

We show whether students went into any 'level 4+' destinations for at least two terms after the end of their 16 to 18 phase of study. Unlike our standard key stage 5 destination tables, a two year time period is considered.

Level 4+ destinations by type of study

Figure 8: Level 4+ destinations of students completing level 3 courses in 2014/15

England, state-funded schools and colleges, 2015/16 & 2016/17



In 2014/15 there were 405,010 level 3 students at the end of 16 to 18 study, based on rules used from 2016.

47% of students had sustained higher level study in 2015/16 based on activity in the first year after completing 16 to 18 study. Over the next two academic years (2015/16 and 2016/17) 62% of these students participated in higher level study for at least 6 months.

By far the most common higher education activity was to begin a 'university degree'. 57.6% of level 3 students moved onto first degrees at higher education institutions (HEIs) or alternative providers (HEAPs). This accounted for 93% of the students undertaking higher level study, while another 1% was made up of students who took degrees at further education colleges or other classroom-based courses at level 6.

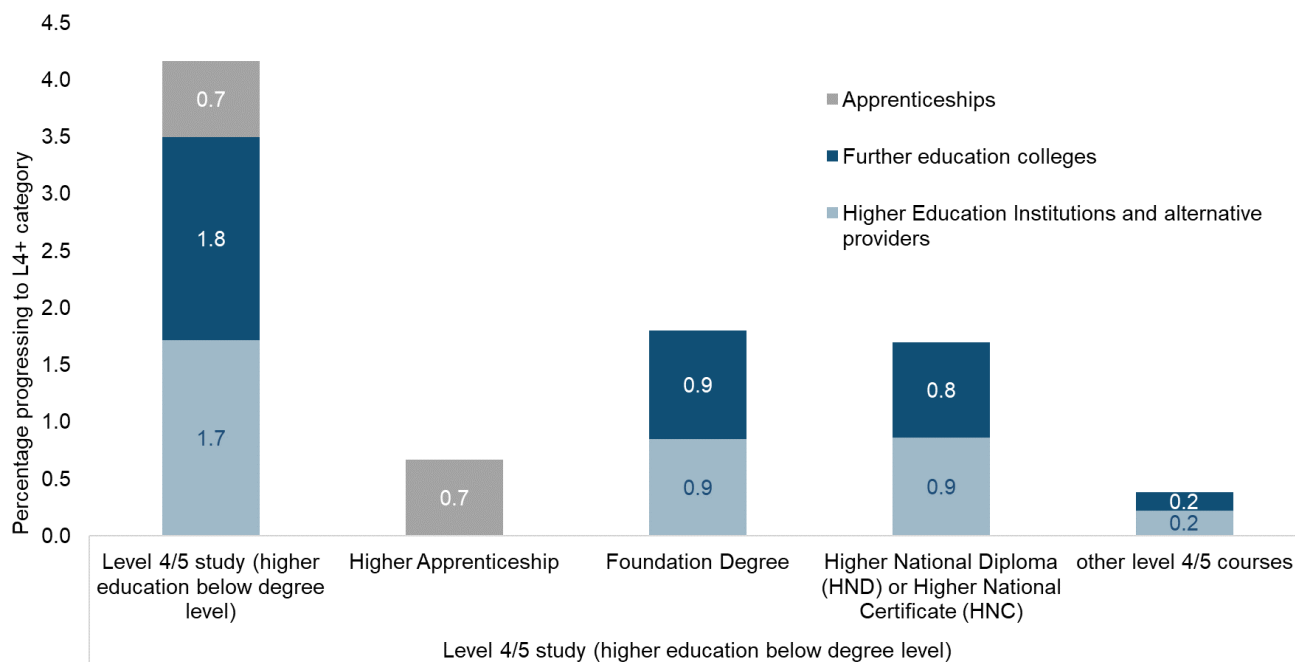
Source: Longitudinal education outcomes dataset

Some students (3.2%) carried out classroom-based study at level 4 and 5 after completing their level 3 study at 16 to 18, accounting for 5% of higher level study. The most common course types were foundation degrees (1.8% of students), higher national certificates (HNCs) and higher national diplomas (HNDs) (together 1.1% of students). Study towards these course types was roughly evenly split between HEIs and HEAPs (1.7%) and further education colleges (1.8%).

A small portion of students (0.8%) started higher apprenticeships, accounting for 1% of all higher level study, with 0.1% undertaking degree apprenticeships at level 6 for at least 6 months, and 0.7% of students undertaking higher apprenticeships at level 4 and 5.

Figure 2: Level 4/5 destinations of students completing level 3 courses in 2014/15

England, state-funded schools and colleges, 2015/16 & 2016/17



Source: Longitudinal education outcomes dataset

Some students undertook higher level study through more than one route, provider type or course (either simultaneously or over the period). This data does not cover qualifications achieved and it is possible that students may switch to achieve a different qualification or continue to achieve a higher level qualification.

Level of study

Most qualifications have a difficulty level. [Information on qualification levels](#) can be found on gov.uk. Vocational qualifications in England are regulated by Ofqual as part of the [Regulated Qualifications Framework \(RQF\)](#). There are two parallel frameworks for higher education qualifications of UK degree-awarding bodies: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) and The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

Level 6 (degree level study)

Undergraduate Bachelors or Honours degrees are level 6 qualifications, as are ordinary (non-honours) degrees, graduate certificates and diplomas, and level 6 certificates, diplomas, and awards. Degree apprenticeships combine employment with study towards a relevant degree at a sponsoring HEI.

Study towards integrated undergraduate/postgraduate Masters Degrees has been included as a first degree. There are a very small number of students working towards level 7 qualifications at this age which are included.

Level 4 and 5 (higher level study below degree level)

Level 4 and 5 qualifications include Higher Nationals, Higher Education Certificates, Diplomas, Foundation Degrees and other equivalent higher level technical qualifications, as well as higher apprenticeships.

Provider type

Higher Education Institutions (HEIs) and Higher Education Alternative Providers (HE APs)

Higher Education Institutions (HEIs) include all publicly funded universities and other HE institutions in the UK who receive recurrent funding from Office for Students (previously HEFCE) or other public bodies. Alternative providers (HE APs) in England (and one in Scotland) do not receive recurrent funding from Office for Students (previously HEFCE) or other public bodies. Courses at HE APs which have not been [designated](#) by DfE are not included. Data on participation in HEIs and HE APs comes from the HESA student record and HESA AP student record.

Further education colleges

Many further education colleges or other FE providers offer higher level courses (often level 4/5 courses but also undergraduate degrees) alongside provision at level 3 or below. Only data on further education colleges in England is included. Data on participation in FE colleges comes from the Individualised Learner Record (ILR).

Higher (including degree) apprenticeships

[Higher and degree apprenticeships](#) are available at levels 4 to 7. They combine work with study and may include a work-based, academic or combined qualification; or a professional qualification relevant to the industry. Courses studied as part of an apprenticeship may be delivered by HEIs, FE colleges or private training providers but are separated out in these statistics.

The balance of higher level study undertaken by this group of students is more heavily weighted towards degrees than that seen in higher education in the UK as a whole. [Higher education statistics agency \(HESA\) data on HE totality](#) shows that, of all students enrolled for undergraduate study in 2016/17, 17% were undertaking other qualifications.

Data included in our [interim evidence overview](#) showed that the majority of Level 4 and 5 learners (60%) are over 25 years of age and less than a quarter of students are under 21 (23%). The mix of level 4 and 5 qualifications taken by our cohort are similar to other age groups. One in five level 4 or 5 students of all ages undertake apprenticeships, and the most common classroom based courses are foundation degrees, HNC and HND - similar to the school and college leavers included in these statistics.

The department is currently undertaking a [review of level 4 and 5 qualifications](#) with a focus on how technical qualifications at this level can best address the needs of learners and employers. The government has been clear that it is committed to extending technical education reforms to the highest levels. The department is also looking to increase the supply of higher apprenticeships and introducing T levels at 16 to 18. These developments may affect the mix of higher level study undertaken by this age group in future.

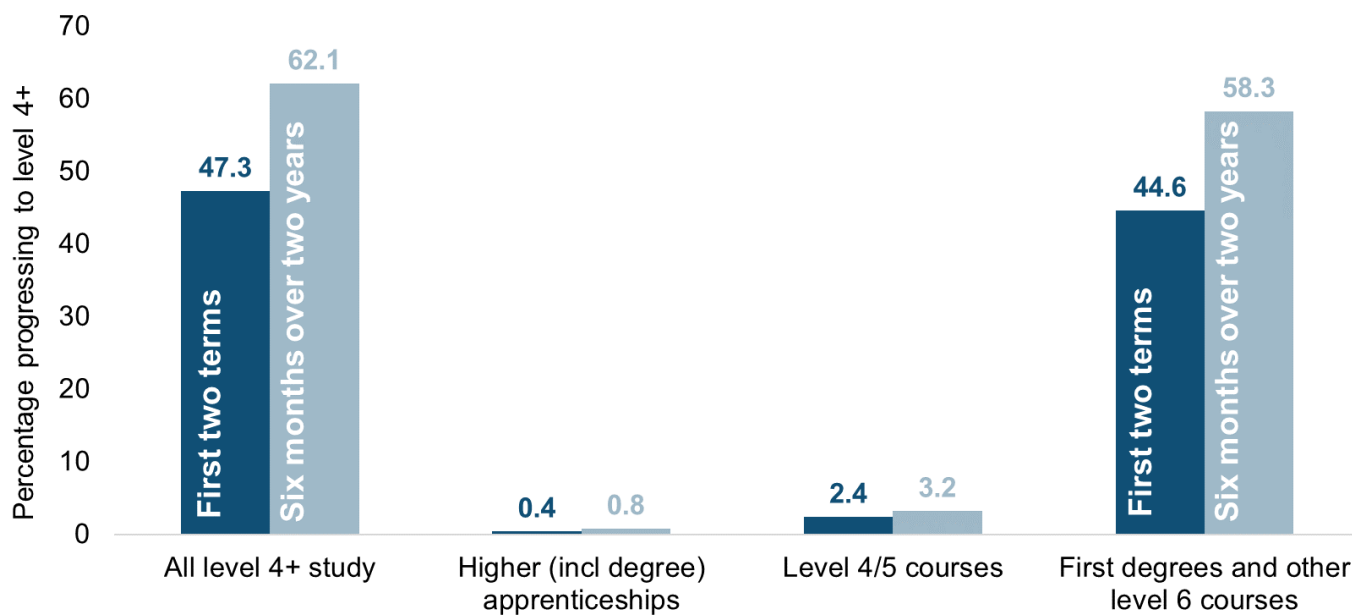
Level 4+ destinations over two years following 16 to 18 study

Our standard destination measures consider a student's activity in the year after leaving 16 to 18 study. Many students progress to higher level study after this point, for example following a 'gap year', as well as those who access higher education following further study at level 3 or after a longer period in employment.

Data showing [rates of participation in higher education by age](#) suggests that 4 out of 5 young people in England that enter higher education at HEIs and FE colleges by age 30 do so aged either 18 or 19.

Figure 3: Level 4+ destinations in first year and over two years, for students completing level 3 courses in 2014/15

England, state-funded schools and colleges, 2015/16 & 2016/17



Source: Longitudinal education outcomes dataset

For students completing 16 to 18 study in 2014/15, 47% of students were in higher education or apprenticeships for two terms in 2015/16. Apprenticeships must have been sustained for any six months in the year (from August to July) reflecting variable start dates. Other higher education outcomes must have been sustained for the first two terms (from October to March).

This increased to 58% in the first two terms of 2016/17 – an increase of 11 percentage points. Altogether, 62% of level 3 students participated in level 4+ study or training for at least 6 consecutive months at some point in the next two years.

In our published destination measures for 2014/15 students, we reported that 3% of students had deferred acceptances for 2016/17 made through the UCAS application system. This is far lower than the actual sustained attendance numbers seen in the second year (even just within HEIs). [Previous research](#) has found that many students do not apply for university courses until on their 'gap year'. Many students counted in the second year will have been reported in employment in our standard destination measures.

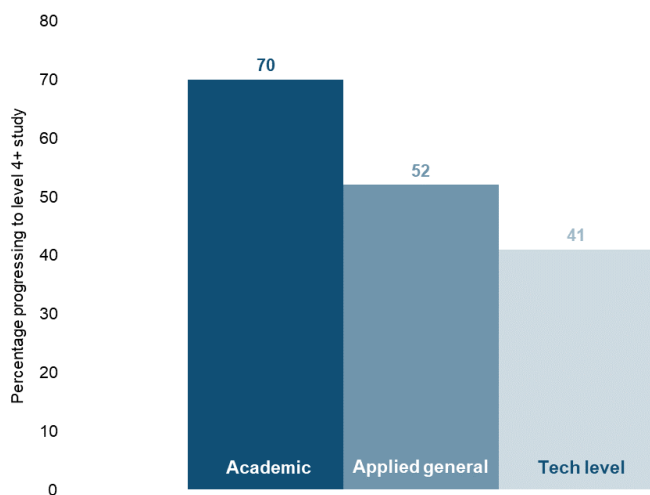
It is not only university places which see an increase in uptake after one year. Just over three quarters of students counted in degrees over two years were studying throughout the first two terms of 2015/16 whereas only 55% of students entering higher apprenticeships at level 4 and 5 within two years did so in the first year. Classroom-based courses at level 4 and 5 show similar increases to degrees.

Level 4+ destinations and qualifications entered at 16 to 18

Progression to higher education and apprenticeships varies considerably by the qualification type entered at 16 to 18. Students choosing different qualification paths at 16 to 18 are likely to differ in their expectations and intentions regarding higher study as well as in their prior attainment.

Figure 4: Level 4+ destinations of level 3 students by level 3 qualification studied

England, state-funded schools and colleges, 2015/16 & 2016/17



In 2014/15, 1 in 5 students are duplicated in multiple level 3 cohorts because they took a combination of course types.

There are no differences at national level between the A level and full academic cohort (which is comprised mainly of A level students). These groups show higher level 4+ destinations overall, and higher rates of going on to higher education at degree level after 16 to 18 study, than applied general and tech level students; but lower levels of uptake of level 4/5 courses or going into higher apprenticeships.

Source: Longitudinal education outcomes dataset

Tech level students are least likely to progress to any level 4+ study, but are the most likely to study level 4 and 5 courses and to take up higher apprenticeships. Relevant skilled employment, as well as further study, is an intended outcome for students entering tech level qualifications, and table EXP1 shows that in 2015/16 one third of tech level students went into employment in the year after 16 to 18.

Table 3: Type of level 4+ destination by level 3 qualification studied

England, state-funded schools and colleges, 2015/16 & 2016/17

	Total number of students	Any level 4+ destination	Higher apprenticeships (level 4/5)	Other level 4/5 courses	Higher & degree apprenticeships (level 6/7)	First degrees and other level 6/7 courses
Academic students	297,745	70%	0.7%	2.1%	0.1%	67.5%
Applied general students	127,185	52%	0.6%	4.3%	0.1%	47.1%
Tech level students	65,070	41%	0.9%	6.8%	0.1%	33.4%

Source: Longitudinal education outcomes dataset

Level 4+ destinations and prior attainment at key stage 4 & 5

Access to higher level study is dependent on the prior attainment and qualifications held by students. Level 4+ courses usually have entrance requirements based on the level 3 qualifications students hold.

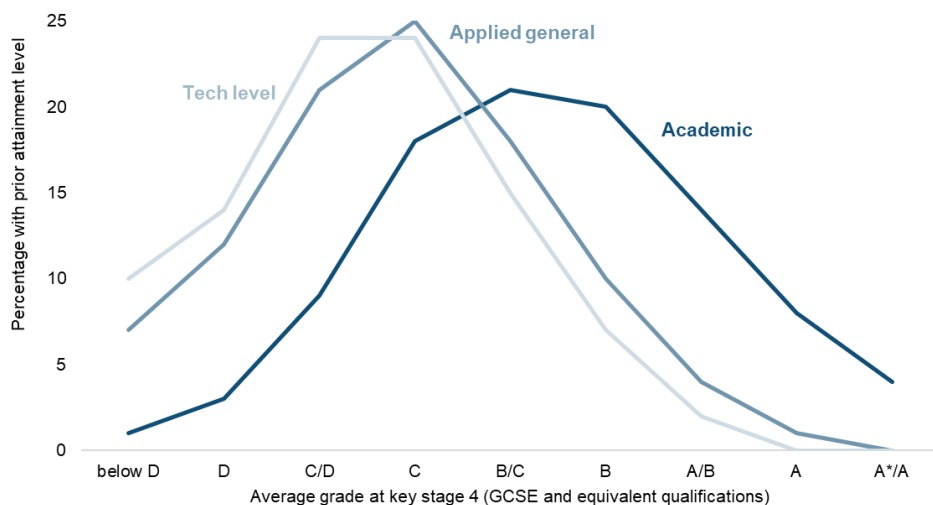
There is a strong relationship between attainment at GCSE and likelihood of going on to any level 4+ study in the two years after completing level 3 qualifications. Almost all (96%) of students who entered level 3 qualifications after having achieved an average point score across all their key stage 4 qualifications equivalent to at least an A*/A grade entered higher education or apprenticeships, whereas this was true of only 58% of students with an average grade of C at key stage 4.

Differences in prior attainment at the start of the 16 to 18 phase, or even before starting secondary school, may explain many differences in destinations regardless of the quality of teaching or advice given during the 16 to 18 phase. Differences in intake between schools and colleges are likely to explain many of the differences in rates of participation in level 4+ study between institutions.

Interaction between prior attainment and qualification type

There are differences in the attainment profile of students entering different course types aged 16 to 18. In 2014/5, students entering A levels and academic qualifications had higher attainment at GCSE, on average, than those entering applied general or tech level courses.

Figure 6: GCSE attainment at key stage 4 and qualification type entered at 16 to 18
England, state-funded schools and colleges, 2015/16 & 2016/17

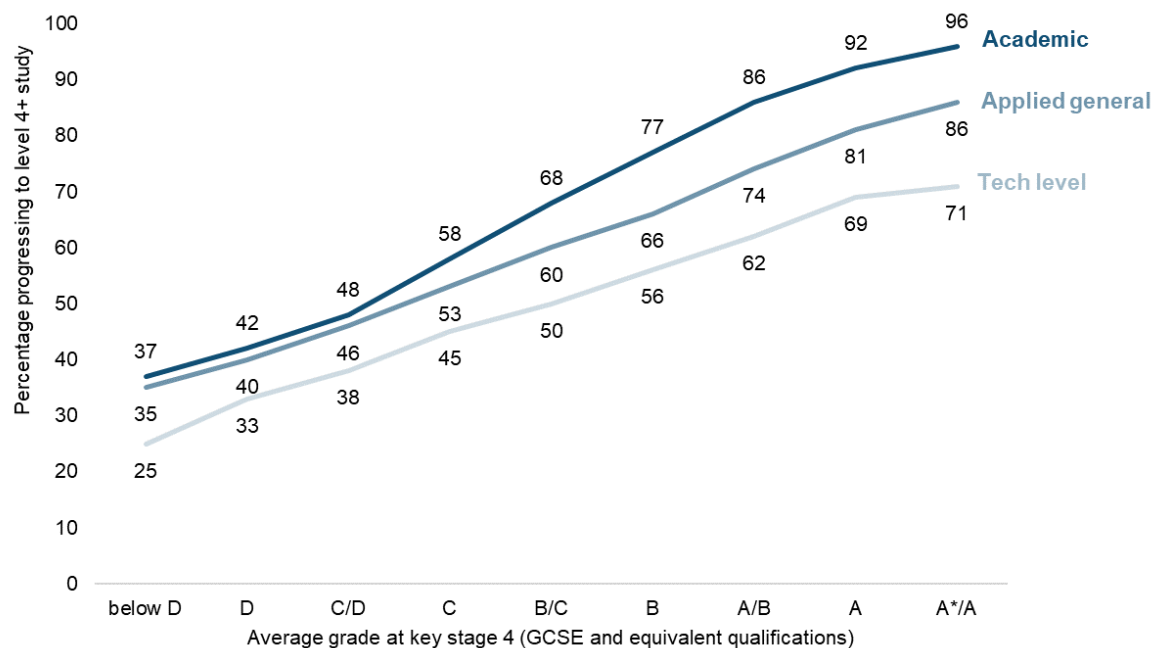


Source: Longitudinal education outcomes dataset

This partly explains the difference in progression to level 4+ study between students who had entered different course types, however, those entering A levels remain more likely to go on to higher level study than tech level or applied general students with the same level of attainment at GCSE.

Figure 7: Level 4+ destinations of level 3 students by GCSE attainment at key stage 4 and qualification type entered at 16 to 18

England, state-funded schools and colleges, 2015/16 & 2016/17



Source: Longitudinal education outcomes dataset

Students choosing different qualification paths at 16 to 18 are likely to differ in their expectations and intentions regarding higher study. Differences in rates of progression do not therefore demonstrate whether

entering certain qualifications aged 16 to 18 alter an individual’s likelihood of continuing to higher level study or provide better preparation for study on HE courses.

3. Accompanying tables

The following tables are available in Excel format on the department’s statistics website (hyperlink to gov.uk collection):

National tables

- 1 Destinations after 16 to 18 study for students studying different types of qualifications (2015/16 experimental cohort), non-overlapping
- 2 Destinations after 16 to 18 study for students studying different types of qualifications (2015/16 experimental cohort), overlapping
- 3 Destination year breakdown for the flexible methodology
- 4 Level 4+ destinations after completing 16 to 18 study by course and provider type
- 5 Level 4+ destinations after completing 16 to 18 study by timing and type of study
- 6 Level 4+ destinations after completing 16 to 18 study by qualification type¹ and prior attainment²

When reviewing the tables, please note that:

<p>Destinations in the experimental statistics use different methodology & timing</p>	<p>Experimental destinations of 16 to 18 students uses a different “Flexible destination year” methodology to our standard key stage 5 destinations tables.</p> <p>Higher level 4+ destinations are shown based on activity over two academic years after the end of 16 to 18 study.</p>
<p>The cohorts used in this experimental publication differ from that in the main publication</p>	<p>The 2015/16 cohort reflects students who would have been reported using rules that apply from 2017. This includes students studying approved level 2 vocational qualifications and students who last attended a school or college in 2014 or 2015.</p> <p>To allow two years of activity to be included, higher level 4+ destinations are reported for students who completed 16 to 18 study in 2014/15.</p>
<p>We use the national pupil database...</p>	<p>The national pupil database (NPD) is a longitudinal database linking student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children and young people in schools and colleges in England.</p>
<p>... and longitudinal education outcomes datasets.</p>	<p>The longitudinal education outcomes datasets (LEO) extend the NPD to link information from other government departments on employment, earnings and out-of-work benefits. You can find out more about how we use and share this data.</p>
<p>For education destinations, four administrative data sources from the national pupil database are used.</p>	<p>Four administrative data sources used in compiling the national pupil database are used to determine the education destinations, namely:</p> <ul style="list-style-type: none"> • Individualised Learner Record covering English colleges, further education providers and specialist post-16 institutions • School Census covering English schools. This also includes maintained and non-maintained special schools and alternative provision. • Awarding Body data for independent schools

	<ul style="list-style-type: none"> Higher Education Statistics Agency covering United Kingdom higher education institutions and alternative providers
For employment, training, benefits and not in education, employment or training destinations we use three sources.	<p>In addition to the data sources above, we compile information on employment, training, benefits and not in education, employment or training from the following datasets:</p> <p>In 2015/16:</p> <ul style="list-style-type: none"> Her Majesty's Revenue and Customs P45 and self-employment data (from LEO) Department for Work and Pensions national benefit database for out-of-work benefits (from LEO)
Coverage is students in England only.	The destination measures data only reports information from students who studied in schools and colleges in England.
We preserve confidentiality.	The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
We only show outcomes for groups of 11 or more.	At institution, local and national level, we do not show any outcomes for a group of 10 or fewer students in total.
We suppress small counts.	Both counts and percentages showing any outcome that relates to 1 or 2 individuals, or that reveals that 0 students were counted in employment, are suppressed.
We make sure these cannot be easily calculated by concealing other numbers.	Where a figure relating to a small count could be calculated by differencing from a total, another value has been suppressed to protect this figure.
We round some numbers.	To preserve anonymity, we show national and local authority pupil numbers to the nearest 5. As a result of suppression and rounding, totals in text and in tables may not always equal the sum of their component parts.
We adopt symbols to help identify omitted and rounded numbers.	<p>Symbols are used in the tables as follows:</p> <p>(0) where any number is shown as 0, the original figure was zero</p> <p>(x) suppressed to preserve confidentiality, for example a small number or where a percentage is based on a small number</p> <p>(.) not applicable</p> <p>(-) positive % less than 0.5 (or 0.05 where percentages shown to 2dp.)</p>

4. Further information is available

These experimental statistics have been published alongside our standard 2016/17 statistical first release

Commentary on destinations in 2016/17 (for the 2015/16 cohort) after students completed key stage 4 or key stage 5 study with information on local authority, characteristics, and time series trends is available in the main commentary document.

Supporting Excel tables and detailed quality and methodology information are available.

[Statistics: destinations of key stage 4 and key stage 5 pupils](#)

Previously published figures for key stage 4 and key stage 5 destinations are still available.

Revised statistics for 2015/16 destinations were published in January 2017.

Destination measures for key stage 4 and key stage 5 in previous years and statistical working papers setting out improvements to the data which were made in 2014/15 are available.

[Statistics: destinations of key stage 4 and key stage 5 pupils](#)

For some related publications

Statistics on employment and earnings outcomes of higher education graduates using the LEO dataset:

[Statistics: higher education graduate employment and earnings](#)

Statistics on destinations of adult further education learners and all age apprentices using the LEO dataset:

[Statistics: outcome-based success measures](#)

Participation in Education, Training and Employment by 16-18 year olds:

[DfE Participation in Education, Training and Employment](#)

Widening Participation in higher education Measures are published at:

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

On how we use and share the data

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

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

5. Official (Experimental) Statistics

These are Official Statistics and have been produced in line with Code of Practice for Official Statistics.

This can be broadly interpreted to mean that the statistics:

- meet identified user needs
- are well explained and readily accessible
- are produced according to sound methods
- are managed impartially and objectively in the public interest

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

These statistics are designated as experimental statistics because they are in the testing phase and not yet fully developed. Users should be aware of the status and cautions of these series.

We regularly consult the users of our statistics during methodological reviews and the development stage of methodological changes. We recognise that making experimental series available during a development period assists in the quality assurance process and helps familiarise potential users with any changes.

The department is in the process of reviewing the [coherence of its statistics](#) and we have outlined plans to improve the coherence of our statistics and to further modernise our approach to dissemination.

6. Technical information

A quality and methodology information document accompanies this statistical release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

7. Get in touch

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Department for Education

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