



Department
for Education

Quality and methodology information

Destination Measures, 2016 to 2017

October 2018

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1. Introduction to destination measures

What are destination measures?

The headline measure shows the percentage of students staying in education, apprenticeships or employment for at least two terms in the year after completing their phase of study. This year data is based on students who completed key stage 4 or 5 in 2015/16 and their sustained activity in 2016/17.

Destination measures also 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 of students with sustained participation in apprenticeships
- the percentage who went into sustained employment
- those who did not have sustained participation in education, apprenticeships or employment

All data in the 2016/17 provisional destinations of key stage 4 and key stage 5 students publication are obtained from matched administrative datasets and require no additional data collection.

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, apprenticeships or employment
- encourage institutions to make sure their students receive the support needed to prepare for and take up education, apprenticeships or employment that offers good long-term prospects

Background to the KS4 and KS5 destination measures

KS4 and KS5 destination measures were published for the first time in 2012 and covered students included in the 2008/09 performance tables and their destinations in 2009/10. Until the October 2016 provisional publication, all data was released as experimental statistics.

The provisional 2014/15 destination release was the first to include the new administrative data from the longitudinal education outcomes (LEO) dataset, meaning coverage was high at both key stages. See [Annex 1](#) for the full history and timeline.

Changes included in 2016/17

The following changes have been incorporated into the 2016/17 destination measures methodology since the publication of the 2015/16 revised data in January 2017.

- Apprenticeships are now counted as a sustained, primary destination alongside education and employment. A breakdown by study level is also included. Prior to 2016/17, a student would be counted in an apprenticeship if they had a sustained education or employment destination **and** they were recorded in the ILR as being on an apprenticeship at any point in the year. Students would then show in either an education or employment reporting line **and** in the apprenticeship reporting line.

The change means

- Students are counted in an apprenticeship if they sustain 6 months continuous activity **at any point** in the destination year. This differs from the October to March requirement for education and employment as apprenticeships have varying start points
- Apprenticeships are counted as a primary destination in their own right and do not double count with education or employment
- Apprenticeships are counted ahead of education or employment

This change in methodology has been applied to destinations data from previous years to create a back series to enable meaningful comparisons.

- Some education destinations, particularly further education and school sixth forms, previously contained a small number of double counts due to the student appearing in multiple destinations and the subsequent difficulty in allocating to a single destination. Additional rules have now been applied to ensure all students are allocated to a single destination thus removing these double counts and ensuring that the education breakdowns now sum to the overall education destination total.
- The way students are included in the key stage 5 (level 3 cohort) has changed in line with changes to how students and qualifications have counted in performance tables since 2016.
- The number of formal, published tables in .ods format has been reduced with additional data now contained in the underlying data file provided in a machine readable format.

Additional experimental tables

- Two sets of experimental statistics have been included alongside the main key stage 4 and key stage 5 destinations tables.
- These cover different cohorts of 16 to 18 year old students to the main tables but use a similar methodology, definitions and breakdowns to find their destinations as we use in the standard key stage 5 measures.
- Further information on the cohorts and information in these tables is given in [section 8](#).

2. Constructing the measure

Identifying the Cohort

This publication reports on students who completed key stage 4 or key stage 5 in the 2015/16 academic year and identifies their education, apprenticeship or employment destinations in the 2016/17 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 align with the cohort count published in the performance tables in 2015/16.

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'. 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.

For further detail, please see the 2016 performance tables.

Key stage 4 cohort

The 2015/16 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 2015/16 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, state-funded and non-maintained special schools and alternative provision as follows:

Mainstream

- academies - converter
- academies - sponsor led
- city technology colleges
- community schools
- voluntary aided schools
- voluntary controlled schools
- foundation schools
- free schools – mainstream, university technical colleges and studio schools
- FE colleges with 14-16 provision

Special

- state-funded - including free, academy converter, sponsor led academies and local authority maintained special schools
- non-maintained

Alternative provision

- state-place funded which includes:
 - pupil referral units – state-funded
 - alternative provision – including free, academy converter and sponsor led academies
 - hospital schools
- other alternative provision

Independent schools

Independent mainstream and independent special schools are not included in the publication.

Pupils repeating year 11

Pupils who repeated year 11 were not included in the KS4 cohort but counted as a destination in a school or college.

Key stage 5 cohort

The 2015/16 cohort is obtained from the published performance tables where students aged 16, 17 or 18 were entered for approved level 3 qualifications (academic, applied general or tech level) during the 2015/16 academic year.

Students who entered qualifications equivalent in size to at least one AS level are included. A student was only included in the cohort if they had been allocated to an educational institution in 2015/16, and if they were deemed to be at the end of their 16 to 18 study in that year. This happens when the student meets any one of the following three criteria:

- i) They have been entered for at least two qualifications the size of an A level or one qualification at least the size of two A levels in the reporting year
- ii) They have been allocated to the same provider for the last two years
- iii) They are 18 and have not previously been reported in the performance tables for the provider they are currently allocated to

The [16 to 19 accountability technical guide](#) provides more information about changes to reporting rules from 2016.

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

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.

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. 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. Including independent mainstream schools, the 2015/16 destination measure base cohorts had around 76 duplicates at KS4 and 0 at KS5.

Although duplicates were included at school and college level, some were omitted at LA and national level so that these students were not counted twice in the overall figures. Some pupils (e.g. recent arrivals from overseas) are in the national figures but do not count towards any school's figure. This means the number of pupils included in institution and local authority tables is expected to differ slightly from the national total.

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 and English higher education alternative providers.

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 2017/18 are shown alongside their recorded activity in 2016/17 to provide additional context.

Calculation 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 that offers sustained engagement.

Sustained participation is defined to be between October 2016 and March 2017 in the 2016/17 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, so is the period over which the institution has most influence. 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.

We count there as being participation in a given month if attendance (or a learning aim) is present for at least one day – e.g. it starts on at least the last day of the month, or if it ends on or after the first day of the month.

If a student is found in multiple datasets with the same kind of activity (e.g. level 4+ study in an HEI in HESA data for three months, followed by level 4+ study in an FE college in ILR data for three months), the participation is aggregated to provide a single destination (in this case HE).

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 2016, it can be surmised the pupil had three months' participation. If the pupil sat an exam in summer 2017, it has been assumed the pupil fulfilled the full six months' participation from October 2016 to March 2017.

Calculation of sustained participation in alternative provision (AP)

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 institutions (SPI)

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

Participation with different providers: 'Education combination' line

Students who have completed the required six months but with two 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 'other education' line as an 'education combination'. The two blocks can be of unequal length but they must completely cover the 6-month participation period. One of the blocks can be participation in an apprenticeship.

Apprenticeship destinations: data sources and definitions

The national pupil database

As with education destinations, data from the national pupil database (NPD) were used to calculate apprenticeship destinations, specifically.

- Individualised learner record (ILR) covering English colleges, further education (FE) providers and Specialist post-16 institution (SPIs) and other apprenticeship providers

Calculation of sustained participation in apprenticeships

To be counted in an apprenticeship, students have to be recorded in sustained participation for 6 consecutive months **at any time** during the destination year. This differs from the education and employment October to March requirement as apprenticeships have varying start points in the year.

February of the destination year is the latest possible month to start an apprenticeship and still achieve the 6 months consecutive participation within the next academic year meaning that all counted apprenticeships will overlap the October to March benchmark.

Sustained participation is defined to be any consecutive 6 months participation in an ILR recorded apprenticeship between August 2016 and July 2017. Sustained participation was calculated using recorded start and end dates for their participation against recorded, recognised apprenticeship activity.

Apprenticeship levels

Apprenticeships may be:

- intermediate (level 2)
- advanced (level 3)
- higher (including degree)(levels 4-7)

If a student has apprenticeship participation at more than one level and more than one level is maintained for a full 6 months (either overlapping or consecutively) the highest level is reported.

If a student does not have participation in an apprenticeship at any one level for 6 months (but taken together the apprenticeships make up a consecutive 6 month period) the level that was ongoing most recently is reported.

e.g. if a young person starts an intermediate apprenticeship in January and after 3 months switches to an advanced apprenticeship for the remaining 4 months they are reported as level 3.

Comparisons with previous years

Prior to 2016/17, a student was counted in an apprenticeship if

- they had a sustained education or employment destination **and**
- they were recorded in the ILR as being on a ESFA funded apprenticeship at any time in the destination year

This meant that apprenticeships were always double counted with either education or employment and apprenticeships could not be meaningfully added to other destination categories.

The new methodology records apprenticeships as a primary destination ensuring

- no double counting with other reporting lines
- The education, employment and apprenticeship subtotals can now be added together to get the headline measure, instead of only education and employment as in previous years.

This will have no impact on the headline 'staying in education or employment' percentage but because double counting between apprenticeships and other categories will be removed, individual categories (especially education and further education) should be expected to be lower than in previous years.

This means that 2016/17 destination breakdowns are not comparable with previous publications. To permit worthwhile comparisons between years, the new apprenticeship methodology has been applied to destinations data from previous years to create an updated back series.

Further information on the impact of apprenticeship changes, and case studies, are included in the [16 to 19 accountability technical guide](#).

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

- P45 and self-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.

From 2015/16, destinations include self-employment from HMRC self-assessment data. If a student is found in the P45 data and the self-employed data simultaneously, the participation is aggregated to provide a single employment destination in line with the methodology for other destinations.

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).

From 2015/16 destination measures at key stage 5 no longer include data collected by local authorities from the NCCIS dataset. This was 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 from 2014/15 onwards means there is a small break in the time series data and direct comparison between 2014/15 onwards and previous years should be treated with caution, however the impact on coverage of employment is 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 employment, training and NEET students not captured in LEO data. Students captured through 'training' or 'employment with training' codes in NCCIS are included as for employment activity.

Calculation of sustained participation in employment

Employment 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 was counted if there was some participation in at least 5 of the 6 months. This is different to the 6 months used in the education methodology, as explained below.

In development of the measure, analysis highlighted many cases where sustained participation periods of employment were interspersed with a single month of ‘something else’. This often took the form of being reported NEET or claiming out-of-work benefits. Many of the students then continued in employment beyond the 6-month participation period.

As there is less permanency and security with employment than in education, this is taken into consideration in the methodology. A single month period of ‘something else’ is therefore permissible within the 6-month period.

If the ‘something else’ occurred during the final month (March) of the 6-month period, then the next month’s (April) activity is checked. April must be recorded as employment for the participation criteria to be met.

Incorporating NCCIS employment and training data into the measure

The full list of 2016/17 codes from the NCCIS database are in [Annex 3](#). 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 reporting line.

Table 1: NCCIS categories included in the measure

Categories include	Codes
<ul style="list-style-type: none"> • Apprenticeships • Employment with training to NVQ2 or above • Employment with locally recognised training • Employment (without locally recognised training or training to NVQ2 or above) • Temporary employment • Part Time Employment (average of less than 16 hours per week) • EFA delivered work based learning • Other EFA funded training • Other training • Traineeships • Supported internships 	310, 320, 330, 340, 350, 360, 380, 381, 410, 420, 430, 440, 450, 460, 550

Training activity codes 410 relate to EFA funded training, which should be reported in the ILR. If all of the 6 participation months contained these two activity codes, this training was reported from the ILR. This form of training could be permitted along with other employment or training codes to form part of a sustained period of employment.

Apprenticeships (code 310) should also be captured through the ILR, rather than in the NCCIS. Although no longer recorded in the current NCCIS management information guidance, some codes are retained in the above list for legacy purposes.

Education/employment/apprenticeship combinations

Students are allocated to destinations in the order

- Apprenticeships
- Education
- Employment

In some cases, a sustained destination is achieved through joining periods of consecutive activity, for example, an education destination can be achieved through a period in school sixth form followed by a period of time in a FE college which, when combined, fulfil the 6 month sustainability criteria for an education destination.

Other students fulfil the 6-month criteria by combining across types of participation, for example, apprenticeship activity with education activity. When this occurs, students are allocated to destinations as follows

- Apprenticeship combined with education – education destination
- Employment combined with either apprenticeship or education – employment destination.

Students are permitted only one change of participation during the 6-month period.

Additional information

Destination not sustained

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 an apprenticeship 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.

No activity captured in the data

Some students have no education, employment or apprenticeship activity recorded in any of the destinations datasets. Students are included in this category if:

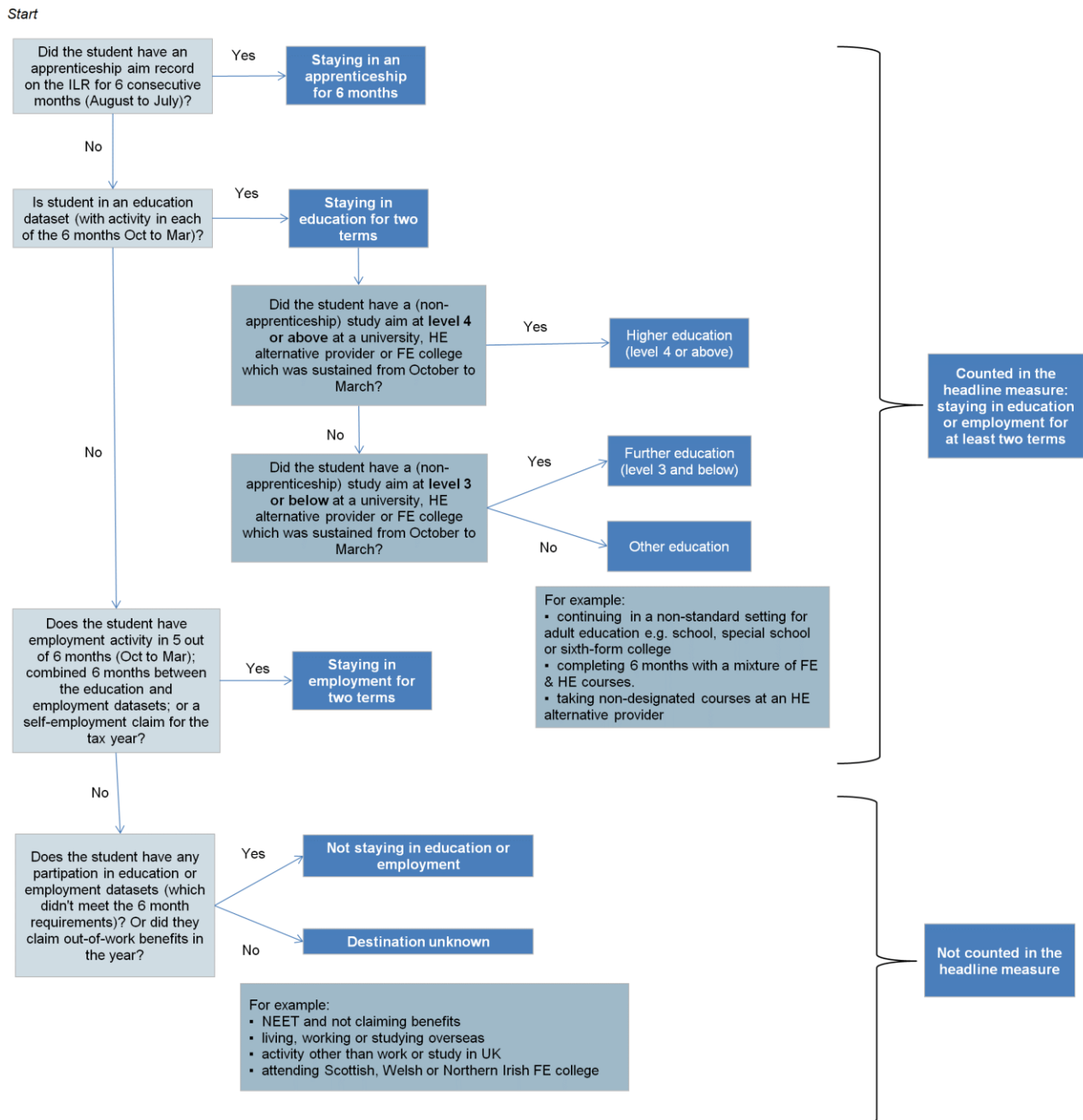
- they are identified in the Department for Work and Pensions' Customer Information System as having been issued with a national insurance number, but have no recorded education, employment or training participation in the United Kingdom or benefit claim activity in Great Britain.
- they are missing from destination measures because their education, employment and benefits status is unknown and there is no record of a National Insurance number allocation (either because they have never received one or because no successful match has been made in our data).

Hierarchy of destinations

As an apprenticeship is a large programme that incorporates both paid employment and work towards qualifications (which may be delivered by a further education college, higher education institution or other provider) it is assumed to be a young person's main activity. If maintained for 6 months, it will be reported as their destination even if conditions for participation in education or employment are met.

It would be expected that students in an apprenticeship would also be recorded as being in both education and in employment in the administrative data.

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.



Double counting across destinations

A number of pupils have participation in more than one destination (i.e. more than one dataset) simultaneously. A series of rules ensure that a young person is reported in only one destination category. In previous years, a small number of double counts remained across some education destinations. These have now been eliminated by the inclusion of additional destination allocation rules.

Apprenticeships and education

Apprentices may have learning aims for qualifications that form part of their apprenticeship programme, or additional learning aims, undertaken at the same time. Given the nature and size of an apprenticeship programme, this is assumed to be their main activity and if it is continued for six months, they will be reported as being in an apprenticeship (even if they also meet the education criteria).

Education providers

Young people may be enrolled in different types of study or at different provider types at the same time. We have put in place processes to ensure that the setting reported is their 'main' place of study wherever possible:

- Students are allocated to HE if they have any study aims at level 4 or above which continue for the full six months, even if they also took part in FE study.
- An exception is made for HE course aims offered only for credits (which may be offered through outreach schemes e.g. to provide higher education modules in schools). These are excluded if students have participation at another provider type.
- Unfunded students in the ILR (who are not funded by Education and Skills Funding Agency (ESFA)) are removed if they also have primary participation in other datasets.
- Students recorded as having an enrolment status of 'subsidiary' or 'not known' in the school census (i.e. they carry out some learning there but have a main registration in another institution) are removed if they also have primary participation in other datasets.
- Students recorded in more than one type of institution simultaneously (e.g. a sixth form college and an FE college) were allocated to the provider at which they had the largest volume of aims recorded or, if this was equal, to the institution where they carried out a core learning aim.
- We cannot determine whether participation in alternative provision has been sustained. These destinations are only included if the student has not been identified in any other education destination.

- Some destinations have been identified using HESA alternative provider data where they are on courses classified as 'non-designated'. As the level or quality of the study cannot be determined, students are only allocated to a non-designated destination if they have not been identified in any other education destination.
- In a very small number of cases, students with more than one equally valid destination were allocated to an FE destination.

Time lag

Creation of the destination measures requires the defined cohort to complete participation in the destination year. At the end of the destination year, the relevant administrative data is matched to the national pupil database (NPD) to enable destinations to be identified and reported. This means that there is a time lag between the cohort completing a key stage and the reporting of their destinations. This time lag has been reduced as far as possible but efforts remain to reduce it further.

Comparisons with previous years

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.

- At key stage 5, employment destinations have been revised to include LEO data from 2010/11 but, from 2014/15 onwards, NCCIS is no longer used. See our [statistical working papers](#) published in August 2016 for further information.
- From 2014/15 LEO data is used in key stage 4 destinations accounting for an increase of around 1 percentage point in recorded employment.
- In 2015/16, data on higher education alternative providers (HEAPs) and on self-employment were added. These are expected to have a small impact accounting for just over 1% of students having sustained destinations at key stage 5 and less than 0.5% at key stage 4. Previous years have not been revised.
- In 2016, the rules used for deciding when students reach the end of 16 to 18 study changed (see the Identifying the Cohort – Key stage 5 cohort section earlier in this document). This affects 2016/17 destinations published in 2018. As well as A levels, students studying other approved level 3 qualifications (applied general qualifications and tech levels) are included, along with students who studied approved qualifications equivalent in size to a single AS level if they met one of the other end-of-study criteria. Students who reached the end of 16 to 18 study but did not have an institution allocated in 2015/16 were excluded.
- In 2016/17, the way apprenticeships are counted now includes 6 months sustained participation and they are counted as a primary destination. The new methodology

was applied to previous years to create a back series for comparisons in the latest publication but care should be taken when viewing data from previous publications.

3. Defining the destinations

Destination breakdowns

Table 2: Destination breakdowns reported

Destination	Key stage	Definition
Number of students (cohort)	4,5	This is the total number of students in the 2015/16 cohort and was used to create the denominator for the measure.
Overall going to a sustained education, apprenticeship or employment destination	4,5	Overall going to a sustained education, apprenticeship or employment destination
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 to study at level 3 or below. Further education courses at HEIs are also included, identified through HESA records.
School sixth form – state funded	4	Pupils that have gone on to school sixth forms to study at level 3 or below. These destinations were identified from school census data.
Sixth-form college	4	Students that have gone on to sixth-form colleges, as identified by the ILR to study at level 3 or below.
Higher education	5	Students that have gone on to universities or other Higher Education Institutions (HEIs), as identified in HESA data to study at level 4 or above. This includes designated courses at higher education alternative providers (HEAPs) from 2015/16. Higher education courses at FE providers are also included, identified through ILR.
Breakdown of HEIs	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	4,5	Includes categories below:

Destination	Key stage	Definition
<i>Independent school</i>	4,5	Pupils that have gone on to independent schools. These destinations were identified from awarding body data.
<i>Alternative provision</i>	4	Data on pupils in state place funded AP includes those who have their primary registration at a pupil referral unit (PRU), AP academy, AP free school or hospital school. Data on children in other alternative provision includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school Attendance via AP for a period in the first five months of the academic year was used as a proxy for sustained participation.
<i>Special schools</i>	4	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>	4	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>	4,5	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 include apprenticeships but does not include AP, as sustained participation information was not available here; it was only known if they attended for a period in the first five months of the academic year.
<i>UK higher education (HE) institution</i>	4	Students that have gone on to any HE institution (HEI) in the UK or HE alternative provider in England. Due to the very small numbers reported in the HEI line for KS4, it was not possible to show further breakdowns for this cohort.
<i>School sixth form – state funded</i>	5	See key stage 4 for definition.
<i>Sixth-form college</i>	5	See key stage 4 for definition.
<i>Specialist provision</i>	5	Includes special schools and specialist post-16 providers. See key stage 4 for definitions.
<i>Non-designated provision</i>	5	Students undertaking a non-designated course at an HE alternative provider.

Destination	Key stage	Definition
Apprenticeships	4,5	<p>Students were counted as being in a sustained apprenticeship if they had 6 consecutive months participation on an ESFA funded apprenticeship at any time during the destination year.</p> <p>They are identified within the ILR data by means of the aim type and programme type in line with other FE analysis.</p>
Apprenticeship level	4,5	The level of apprenticeship as defined by the core learning aim
Sustained employment destination	4,5	Students that have gone on to sustained employment or training (including a combination of education/apprenticeship and employment to meet the sustained definition).
Not recorded as a sustained destination	4,5	This includes pupils who were captured in the destination source data but who failed to meet the sustained participation criteria; it covers students who had participated in education, apprenticeships or employment during the academic year but did not complete the required six months sustained participation or were known to be claiming out-of-work benefits at some time during the destination year. (At key stage 4, this could also include periods of being recorded as NEET by their local authority).
Activity not captured in the data	4,5	<p>The student was not found to have any participation in education, apprenticeship or employment nor recorded as receiving out-of-work benefits at any point in the year. (At key stage 4, this would also include not being recorded by their Local Authority as NEET).</p> <p>Possible reasons for this could be that the pupil was living, working or studying abroad 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 that was not correctly matched to the individual.</p>

Destination	Key stage	Definition
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 2015/16 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 undertaking 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 (HE) aims i.e. there were students undertaking 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'.

Data is included on students in [Higher Education Alternative Providers](#) (HEAPs). Students undertaking designated courses at these providers have been included as being in higher education.

Deriving 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 that gives an indication of whether institutions are generally attended by higher attaining students. 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 over 80% of HEIs remained in the top third for 9 consecutive years, from 2006/07 to 2014/15. The latest top third list is for 2016/17. 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 2](#) lists the HEIs in the 'Top third of HEIs' and Russell Group. Further information is also available in tables 3a, 3b and 3c and technical note section 2 in the [Widening Participation in Higher Education](#) publication.

4. Characteristics information

Data sources and timing

Key stage 4

Information on gender, ethnicity, first language, free school meal eligibility and special educational needs is captured at year 11 from the national pupil database (NPD). This is based mainly on information recorded in the January 2016 school census.

Disadvantage status includes information from local authorities on looked after children.

Key stage 5

Information on gender was captured at the latest year available (e.g. in year 13) from NPD, which includes data from census (schools), ILR (colleges) and awarding body data (independent schools).

Information on ethnicity was captured at the latest year available (e.g. in year 13) for students in schools from the census. The ILR does not collect information on ethnicity.

Data on ethnicity in colleges was based on the student's school census record in year 11, where available.

Free school meal eligibility and disadvantage status were captured from NPD data as at year 11, for all students.

Ethnicity

Major ethnic group	Minor ethnic groups included
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
Chinese	Chinese
Other ethnic group	'Other' ethnic group. Any other ethnic group not included above
Unclassified	Refused or Information not yet obtained

Special Educational Needs

The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014. From September 2014, children or young people who are newly referred to a local authority for assessment are considered under the new Education, Health and Care (EHC) plan assessment process.

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Transferring children and young people with statements to EHC plans will be phased and in 2015/16 (when this cohort completed study), a mixture of both assessments were still in place. In addition, the previous 'School Action' and 'School Action Plus' categories were replaced by a new category 'SEN support'. There are still some legacy categories recorded.

See the [SEND code of practice: 0 to 25](#) for more detailed information on the reforms.

Pupils with special educational needs are currently classified as follows:

SEN category	description
SEN Support	From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum.

SEN category	description
	<p>The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists.</p> <p>The pupil does not have a statement or education, health and care plan.</p>
Statement of special educational needs (statement) or Education, Health and Care (EHC) Plan	<p>A pupil has a statement or EHC plan when a formal assessment has been made.</p> <p>A document is in place that sets out the child's need and the extra help they should receive.</p>

KS5 Pupils with SEN and Learners with LDD

Destinations after KS5 are shown for students with SEN in schools and learners with learning difficulties and disabilities (LLDD) in 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 2015/16 school census at KS5 and LLDD indicators were taken from 2015/16 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, information is presented in separate tables for schools and colleges.

Disadvantaged pupils

We show destinations for disadvantaged pupils and all other pupils.

Disadvantaged pupils are defined as those who were eligible for the [pupil premium](#) when in year 11. In 2015/16, this included pupils who had:

- been eligible for free school meals at any point in the previous six years
- been looked after by their local authority for at least 1 day
- left care through adoption, a special guardianship order, or a child arrangements order (previously known as a residence order).

This information comes from the school census and local authority records.

For the KS5 cohort, their disadvantage status in year 11 is used. Pupil premium funding was introduced in 2011; however, there have been some minor changes to the rules for eligibility each year, affecting a small number of pupils.

KS5 students who had not attended a state-funded school in England in year 11 (for example because they were in independent schools, in other parts of the UK, or overseas) are not known to be disadvantaged and are included in all other pupils.

5. Prior attainment

The measures of achievement shown are published as accountability measures at the key stage in question. Achievement at both key stage 2 and 4 is taken from the end of key stage 4 pupil attainment file.

Key stage 2 prior attainment (achievement at age 11) is based on the pupils' assessments at the end of primary school in reading, writing and mathematics. Key stage 2 prior attainment bands are also used as prior attainment for published key stage 4 attainment measures.

Attainment breakdown	Description
above level 4 (high attainers)	Achieved level 5 or above in all areas. Above the expected standard.
At level 4 (middle attainers)	Achieved level 4 or above in all areas. At the expected standard.
Below level 4 (low attainers)	Achieved level 3 or below in at least one area. Below the expected standard.
no prior attainment recorded	Includes pupils absent on the day or not taking the tests for other reasons; as well as pupils who were in independent schools not taking these assessments; or not in England at age 11. At key stage 5, students with no match to a key stage 4 record are included in this group.

Key stage 4 (prior) attainment (achievement at age 16) is based on the pupils' GCSE and equivalent results in English and maths at the end of secondary school. Passes in English and maths will continue to be assessed in future years and will tie closely to conditions for post-16 funding and accountability.

Attainment breakdown	Description
Achieved A*-C in English & maths GCSEs (level 2)	Achieved A*-C grades in relevant qualifications in both English and maths.
Did not achieve A*-C in English & maths GCSEs	Did not achieve A*-C grades in relevant qualifications in both English and maths. This includes pupils achieving grades D or below in at least one subject and pupils who completed key stage 4 but had no recorded entry to a relevant qualification.
no prior attainment recorded	No prior attainment recorded: at key stage 5 this includes students with no match to a key stage 4 record. Students in this group are likely not to have been in schools in England before key stage 5.

Key stage 5 attainment (achievement at 16 to 18) is based on the students' achievement while undertaking level 3 study at 16 to 18.

Attainment breakdown	Description
Achieved a mean average points score equivalent to below C grade.	Calculated from total points and total entries. The 2015/16 cohort includes students who were entered for AS level with size 0.5 of an A level qualification.
Achieved a mean average points score equivalent to C grade.	
Achieved a mean average points score equivalent to above C grade.	
Achieved grades AAB or better at A level, of which at least two are in facilitating subjects	<p>The facilitating subjects are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages. The 'AAB' indicator includes students who achieve three A levels, of which two are in facilitating subjects, at grades AAB.</p> <p>Facilitating subjects have been identified as likely to provide good preparation for entry into a wide range of university degrees.</p> <p>These students are also included in those achieving 2+ level 3 qualifications.</p>

6. Geographic information

Geographic information is presented at regional, local authority (LA), parliamentary constituency and local authority district (LAD) level for areas within England.

Information on UK geographies can be found from the [Office for National Statistics](#).

Where pupils and institutions are recorded

Pupils and students are reported in the area in which their school or college is located and not by home address (residency). In some cases, pupils will live in a different local authority area to the one they are reported in, including some pupils attending schools in England who live in Wales or Scotland.

Information on cross-border movements is published in the [schools, pupils and characteristics](#) statistical series.

At LA level, schools or colleges are recorded in their administrative local authority that may not reflect their postcode location. This differs from LAD level where schools and colleges are recorded in line with their postcodes.

Key stage 5 tables by key stage 4 school location

This table shows students who have completed key stage 5 study, but students are reported in the local authority district (LAD) in which their key stage 4 school was located (where applicable).

Many students travel greater distances at key stage 5 to attend institutions (such as large further education colleges) that may be in a different area to where they have completed most of their education. In some LADs there is limited post-16 provision and all or the majority of students travel outside the areas to study.

Opportunity areas

The [opportunity areas programme](#) was announced in October 2016. 12 areas have now been identified as the most challenged when it comes to social mobility, and will see local partnerships formed with early years' providers, schools, colleges, universities, businesses, charities and local authorities.

The 12 areas are:

West Somerset, Norwich, Blackpool, Scarborough (North Yorkshire Coast), Derby and Oldham, Bradford, Doncaster, Fenland & East Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent.

At key stage 5, these are shown by the students' key stage 4 school location.

7. Other Reporting 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

In our institution tables, all feeder schools are identified with a ♦. Aggregate consortia results are reported under the heading Sixth form centre/ consortia. The exception is Harris Federation Post-16 sixth form consortium where only the aggregated results are reported at institution level and not individual feeder schools.

When aggregating up to Local Authority and national level from institutions, consortia are not included to avoid double counting.

Selective institutions

This publication includes data by selective school status and the groupings are defined as follows:

1. Selective schools
2. Non-selective schools in highly selective local authority areas
3. Non-selective schools in other local authority areas (including areas with low levels of selection)

A local authority area is deemed highly selective if 25% or more of secondary pupils attend selective schools. See [Annex 6](#) for details of selective LA areas.

8. Data Quality and coverage

NPD matching

As outlined above, the destinations data are independently matched to the national pupil database (NPD). Linking between education datasets is believed to be very high quality, particularly for pupils formerly in state-funded schools, however, it is accepted that a small proportion of incorrect matches may have been made and that some genuine matches will have been missed, particularly where young people are in employment.

Higher education destinations from independent schools and HESA data in 2016/17

A slightly different algorithm has been used in matching the national pupil database this year. This has resulted in lower match rates specifically to young people who are treated as overseas or Scottish domiciled in 2016/17 higher education (HESA) data. Match rates to HESA students domiciled in England and Wales are unaffected.

Fewer overseas students in higher education in the UK have been matched to school and college records in the National Pupil Database in 2016/17 compared to previous years. This is due to a methodological change in how we match records. The overall impact of this change is very small but has a larger impact on independent schools (which have more international sixth form students). We are continuing to investigate and review this methodology.

The reduction of 5 percentage points in the proportion of students progressing from independent schools to HE compared to 2015/16 should therefore be treated with caution.

A small number of state-funded sixth forms and colleges with international students who went on to higher education may see lower coverage as these students are recorded as unknown.

9. Additional experimental tables

What are experimental statistics?

Experimental statistics 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.

Why are these tables considered experimental?

The statistics included show destinations for a different group of students to those covered in the standard key stage 5 destination measures or show destinations with different breakdowns and over a different time period.

They show

- Information for students who studied approved level 2 and level 3 qualifications and who completed 16 to 18 study in 2015/16.
- Information about progression to higher (level 4) education and apprenticeships over two years for students who completed level 3 qualifications at 16 to 18 in 2014/15.

We expect to continue to publish information on these topics in future, but this may not be updated in the format provided in this release.

The department is in the process of reviewing the coherence of its statistics and has outlined plans to improve the coherence of our statistics and to modernise our approach to dissemination.

Why are they included in this publication?

The statistics show destinations for additional students, and they use a slightly different destinations methodology to the standard key stage 5 tables. There is however considerable overlap in the students included in the sets of statistics.

Students who entered approved level 2 qualifications and the altered methodology are expected to feature in the standard tables in future.

The destinations at level 4+ include the same data sources and participation rules as our standard higher education and higher apprenticeship destinations but over a longer time period and with additional breakdowns shown.

Destinations of 16 to 18 students who completed level 2 & 3 qualifications in 2015-16

Cohort

From 2016 and 2017, school and college performance tables have begun to report on the achievements of students aged 16 to 18 studying lower level qualifications. There are also some changes to how students are counted and which level 3 qualifications count.

These changes are outlined in the [16 to 19 accountability technical guide](#).

Level 3 students

This group is very similar to those included in our standard key stage 5 tables for 2016/17. They have entered approved advanced qualifications such as A levels, applied general qualifications or tech levels. The experimental level 3 group differs from the standard cohort in that it also includes the 5% of level 3 students who reached the end of 16 to 18 study in 2015/16 but did not have an institution allocated in that year.

Level 2 students

This group consists of students who studied approved level 2 qualifications, including level 2 vocational qualifications and technical certificates. These students are not included in the standard destination measures cohort, but will be in future.

Students in scope for 16 to 18 English and maths measures

These are students who did not achieve A*-C grades in both 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.

Some students in this group also study at level 3, but others study at level 2 or below and so are not in scope for our standard key stage 5 tables.

Destination methodology

The tables show whether these students went into a sustained education or employment destination after 16 to 18 study.

The methodology used differs slightly from the standard tables. As the standard tables only include students who attended an educational institution in 2015/16, the destination is always determined in the 2016/17 academic year. The experimental cohort however includes students (mostly level 2) who, though they were deemed to have completed study in 2015/16, did not in fact attend an institution in that year.

The destinations for these students are determined in the year following their last attendance rather than 2016/17. This “flexible destination year” methodology provides a more accurate representation of the institution’s influence in achieving the destination, and is described further in the experimental statistics commentary.

These outcomes use the same data sources as our standard key stage 5 destinations tables and show breakdowns for the same specific destination categories, but a further breakdown of the further education destination by destination level is included. This breakdown shows whether FE students studied mostly level 3, level 2, or level 1/0/no level in their destination year.

Data issues to be aware of

Coverage

Coverage is lower for students in scope for 16 to 18 English and/or maths measures (92%) than for those not in scope (97%).

Possible reasons for this include:

- More of these students are doing activities we have no data on. For example, they may be not in education employment or training, but not claiming out-of-work benefits; they may be out of the country; or they may be undertaking activities other than work or study.
- Fewer students in these groups are in education in their destination year. This means a larger proportion are being matched to LEO data on employment and benefits. Lower match rates for these sources than education would lead to lower overall coverage for groups not in education.

Timing

New allocation rules mean students are flagged as at the end of 16 to 18 study if they meet any one of the following criteria:

- i) They have entered for at least two qualifications the size of an A level or one qualification at least the size of two A levels in the reporting year
- ii) They have been allocated to the same provider for the last two years
- iii) They are 18 and have not previously been reported in the performance tables for the provider they are currently allocated to

Under these rules, some students (especially those studying below level 3) are not reported as having reached the end of 16 to 18 study until they are academic age 18 but may not have been in education for all three years of their '16 to 18 phase', hence the introduction of the flexible destination year methodology.

Presentation of cohorts and destinations

In these experimental tables, destinations for level 3 and level 2 students are shown for both the full cohorts, and for non-overlapping cohorts.

The results are presented with the cohort broken down by qualification type. Many students study multiple qualification types and so in order to count each student once in the non-overlapping table, the following system is used. First, the overall level for each student is determined by taking the larger of the summed sizes (related to guided learning hours) of the approved qualifications entered at each level. A student studying an equal

volume of level 2 and level 3 qualifications has been placed in the level 3 group. Then within each level, the qualification type is similar chosen based on the summed size of entries. A student tied between level 3 qualification types has been placed in the “Mix of level 3” category, while a level student tied between technical certificates and other level 2 vocational qualifications has been placed in the technical certificate category. Finally, results have been broken down by whether or not the student was in scope for 16 to 18 English and/or maths measures.

Higher (level 4+) destinations for 2014/15 level 3 students

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.

Level 3 cohort 2014/15

Progression to level 4+ destinations is shown for students who reached the end of 16 to 18 study in 2014/15 and who entered approved level 3 qualification (academic, applied general, tech level). Students who entered any qualification of these types (at least the size of one AS level) are included.

The students included would have been reported as completing 16 to 18 study in the 2014/15 academic year if new rules used for reporting of attainment and progress results from 2016 had been applied. This 'shadow' 2014/15 data, applying these rules, was not the official dataset used to publish results data, but was shared with institutions in 2014/15.

Data sources

Higher education and apprenticeship destinations at level 4+ are derived from 3 sources as for the standard tables.

- Individualised learner record (ILR)
- Higher education statistics agency (HESA) student record
- HESA alternative provider student record

Apprenticeships and study in further education colleges is reported in the ILR. Study in Higher Education Institutions (HEIs) and alternative providers (HE APs) is recorded by HESA.

Timing

In these statistics we count young people as progressing to a level 4+ education or apprenticeship destination if they participate for 'two terms' or 'six months' at any point in the next two academic years - any six consecutive months from August 2015 to July 2017. This includes young people who started higher level study after a one year break or at a non-standard point in the year.

This differs from our standard measures where, to count as a 'sustained' destination, the young person has to be participating for 'two terms' or 'six months' the following academic year.

There is an increased time lag compared to our standard measures in order to take account of two years' participation.

Course type and level

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).

Higher learning aims at levels 4 to 7 are included in both the experimental statistics and the higher education breakdown of our standard tables. Levels 7 and 8 are generally postgraduate study. No students of this age were recorded in level 8 study and the very small number entering level 7 aims have been included with level 6.

A small number of students have participation in more than one higher level course aim or setting over the two years. If study was sustained in both years, a course aim entered in year 2 is taken. If aims at more than one level are entered, the higher level aim is reported.

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 that are included.

[First degrees](#) are as defined by HESA and information on specific course aims

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

Levels 4 and 5 are equivalent to a Higher Education Certificate or Diploma or a Foundation Degree and includes study towards these and other higher level technical qualifications and higher apprenticeships.

[Interim evidence on level 4 and 5 qualifications](#) in England was published in 2018.

16 to 18 qualification type and prior attainment

Students who entered A level, academic, applied general or tech level qualifications of at least the size of one AS level are included in all applicable groups. Around one in five students are duplicated in more than one group. Information on 16 to 18 qualifications can be found on gov.uk.

Key stage 4 (prior) attainment (achievement at age 16) is based on the pupils' GCSE and equivalent results across all approved qualifications at the end of secondary school. Average point scores (as used in the key stage 4 reporting year) are translated into the GCSE grade that would be equivalent to this score as below.

Prior attainment for these students is mainly from 2012/13, although some students will have completed year 11 in 2011/12 or 2013/14.

Grade	Average point score
Below D	Less than 34 points
D	34 to 36.999 points
C/D	37 to 39.999 points
C	40 to 42.999 points
B/C	43 to 45.999 points
B	46 to 47.999 points
A/B	49 to 51.999 points
A	52 to 54.999 points
A*/A	55 points and above
No prior attainment	Pupil was not present in key stage 4 data from previous years

Data quality and coverage

The coverage of progression to higher education is much higher than in our standard tables because activity over two years is considered. This may give a fuller picture of participation in HE and higher apprenticeships shortly after the transition from 16 to 18.

As with our standard tables, higher education undertaken outside of the UK, or in further education colleges outside of England is not included.

10. 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 2015/16 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 institutional level 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 5](#).

The only exception to these rules is 'Deferred HE acceptances' data from UCAS where values of zero, 1 and 2 have been suppressed and replaced with a '**' 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. 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

11. Similar publications

Widening Participation in higher education

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)

Further information can be found in the [Widening Participation Measures](#) publication.

Comparisons

There are some key differences between these measures and destination measures

- (i) **Scope:** 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.
- (ii) **Timing:** 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.
- (iii) **Coverage:**

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.

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.

Adult further education: outcome-based success measures

[FE Outcomes based success measures](#) cover the destinations of all adult (19+) learners that completed an eligible further education (FE) learning aim.

The standard sustained positive destination measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.

More information can be found in the [FE Outcomes based success measures](#) publication.

Comparisons

The timing of the 'sustained' destination definition is the same as for key stage 4 and key stage 5 destinations. A similar range of administrative data sources are used to determine whether education or employment has been undertaken in the following year including HMRC / DWP data from LEO using Pay-As-You-Earn (PAYE) records and sole trader returns within self-assessed employment data. Specific destination breakdowns shown differ and are more appropriate to the learners included.

The main difference is coverage of learners by age and course type. FE outcome-based success measures cover adult learners of all ages (19+) who have completed an eligible funded course within the academic year. This is broken down by the highest level of study aim, from entry level to level 4+.

Key stage 5 destinations cover 16 to 18 learners in schools and colleges who have entered A levels or other level 3 qualifications only. Key stage 5 learners are funded through 16 to 19 study programmes and not as adults, although if their destination indicates that they are continuing in further education they may later be reported in FE outcome-based success measures.

FE Choices learner destination measures

This publication covers the destinations of adult learners and 16-18 year old apprentices and is based on a survey.

Further information can be found at the [FE Choices](#) webpage.

Comparisons

The main differences are:

- (i) Coverage of learners by age and course type. FE learner destinations cover adult learners of all ages and do not include learners in schools.
- (ii) Methodology. 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.

- (iii) Timing. FE Choices does not apply 'sustained education' criteria to its learner destination measures.

Participation in Education, Training and Employment SFR

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).

Further information can be found in the [Participation in Education, Training and Employment](#) statistical first release.

Comparisons

Differences between the destination measures and the Participation SFR can be expected for two main reasons:

- (i) Timing: 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) Coverage: The Participation SFR covers a different cohort of students.

It estimates participation for the entire population of academic age 16 year olds in England, rather than those who had completed key stage 4 the previous year. Some pupils complete key stage 4 earlier or later than academic age 15 and not all 16 year olds had previously been in schools in England.

The key stage 5 cohort for destination measures is defined as students who entered A levels or other level 3 qualifications, in schools and colleges, at academic age 16-18 (2014/15 in this SFR). Most students are academic age 18 in their destination year but students aged 17 and 19 are included together depending on whether they took 1,2 or 3 years to complete key stage 5. Young people not in education at this age, or entering level 2 or below qualifications are not included.

The Participation SFR describes the education outcomes for all young people in England of academic ages 16, 17 and 18 separately by age, irrespective of what they were doing in the previous year.

Annex 1: History of change and timeline

Publication Date	Cohort	Detail
July 2012	2008/09 into 2009/10	Destination measures were published for first time as an experimental SFR for the 2008/9 KS4 and KS5 cohorts into 2009/10 destinations. The cohort consisted of state-funded mainstream schools and colleges only and reported on education destinations only.
August 2013	2009/10 into 2010/11	The 2009/10 cohort into 2010/11 destinations were published as an SFR and in performance tables. Destinations now included employment, training and young people NEET. Reporting at Parliamentary Constituency level was included. Destinations by student characteristics was included. At KS5, the Top third selective HE breakdown was included. At KS4, education data was shared with schools and included in performance tables.
November 2014	2010/11 into 2011/12	The 2010/11 cohort into 2011/12 destinations were published as an SFR and in performance tables. The cohort was expanded to include independent mainstream schools and special schools for both key stages and pupil referral units and other alternative provision at KS4 only. Schools and colleges were separated in the KS5 cohort. Destinations now included independent schools and special schools and also pupil referral units and other alternative provision at KS4.
January 2015	2011/12 into 2012/13	The 2011/12 cohort into 2012/13 destinations were published as an SFR and in performance tables. Publication brought forward 6 months
October 2015	2012/13 into 2013/14	The 2012/13 cohort into 2013/14 destinations were published as an SFR and in performance tables. Independent mainstream schools were removed from the cohort and the remaining state-funded institutions were reported as provisional data.
January 2016	2012/13 into 2013/14	The October 2015 publication was updated to include independent schools in the cohort and destinations to independent institutions were updated.

Publication Date	Cohort	Detail
August 2016	2009/10 to 2012/13 cohorts	Two statistical working papers were published covering the inclusion of additional employment and benefit data for KS5. The first publication updated the October 2016 SFR (2013/14 destinations) for state-funded mainstream institutions and the second paper updated the years 2010/11 to 2012/13 for all mainstream institution types.
October 2016	2013/14 into 2014/15	The 2013/14 cohort into 2014/15 destinations were published as an SFR and in performance tables as provisional data. Destinations data now included employment destinations from HMRC employment data and NEET information from DWP benefits data. Employment/training/NEET data from NCCIS was no longer used for KS5 but retained for KS4. Destination measures were no longer classed as experimental. Destination measures become a headline accountability measure.
January 2017	2013/14 into 2014/15	The October publication was revised. KS5 destinations now published in performance tables.
October 2017	2014/15 into 2015/16	Destinations from KS5 Independent schools were included in the October publication. Hospital schools and FE colleges with 14-16 provision included in the cohort. Destinations now include higher education alternative providers from HESA and self-employment from HMRC. Some further breakdowns included: destinations by prior attainment included at KS4 and KS5, further characteristic breakdowns, local authority district figures. Experimental data released on below level 3 cohorts and KS4 destinations after 3 years.
January 2018	2014/15 into 2015/16	Institutional level data only revised. KS4 performance table's data revised, KS5 performance tables data published.
October 2018	2015/16 into 2016/17	Apprenticeships reported as a sustained primary destination. Education destination double counts removed.

Publication Date	Cohort	Detail
		<p>Formal .ods tables reduced in number and data released by way of underlying data table.</p> <p>KS5 cohort definition altered to include all approved level 3 qualifications (A levels, applied general qualifications and tech levels) but to exclude students who did not study at their education institution in their final year (2015/16).</p>

Annex 2: Top third most selective institutions and Russell group

This was calculated according to mean UCAS A level tariff score of entrants. The latest top third list available is for 2016/17.

Cardiff University
Courtauld Institute of Art
Glasgow School of Art
Guildhall School of Music and Drama
Heriot-Watt University
Imperial College of Science, Technology and Medicine
King's College London
London School of Economics and Political Science
Loughborough University
Queen Mary University of London
Queens University Belfast
Royal Academy of Music
Royal College of Music
Royal Conservatoire of Scotland
Royal Holloway and Bedford New College
Royal Northern College of Music
St George's Hospital Medical School
Stranmillis University College
The Royal Central School of Speech and Drama
The Royal Veterinary College
The School of Oriental and African Studies
The University of Aberdeen
The University of Bath
The University of Birmingham
The University of Bristol
The University of Cambridge
The University of Dundee
The University of East Anglia
The University of Edinburgh
The University of Exeter
The University of Glasgow
The University of Lancaster
The University of Leeds
The University of Leicester
The University of Liverpool
The University of Manchester
The University of Oxford
The University of Reading
The University of Sheffield
The University of Southampton
The University of St Andrews
The University of Strathclyde
The University of Surrey
The University of Sussex
The University of Warwick
The University of York

University College London
University of Abertay Dundee
University of Durham
University of Newcastle-upon-Tyne
University of Nottingham

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 3: NCCIS codes

	Item	Activity Code
MEETING THE DUTY TO PARTICIPATE	Full time education	
	School sixth-form	210
	Sixth-form college	220
	Further education	230
	Higher education	240
	Other post-16 education	270
	Independent specialist provider	280
	Custodial institution (juvenile offender)	290
	Full time training*	
	EFA delivered work based learning	410
	Other training (eg private training provider)	430
	Traineeship	450
	Supported Internship	460
	Apprenticeship	
	Apprenticeship	310
	Employment with study	
	Full time employment with study (regulated qualification)	320
Self-employment with study (regulated qualification)	381	
Work not for reward with study (regulated qualification)	550	
WORKING TOWARDS	Working towards participation	
	Re-engagement provision	530
	Start date agreed (RPA compliant)	616
	Employment without training	
Employment without training	330	
Employment with training (other)	340	
Temporary employment	350	
Self-employment	380	
NOT PARTICIPATING	Not settled (active in the labour market)	
	Part time education	250
	Part time employment	360
	Start date agreed (other)	615
	Working not for reward	540
	Not ready for work or learning	610
	Seeking employment, education or training	619
	Not settled (not active in the labour market)	
	Not available - young carer	620
	Not available – teenage parent	630
	Not available - illness	640
	Not available - pregnancy	650
	Not available on religious grounds	660
	Unlikely ever to be economically active	670
	Not available – other reason	680
	Current activity not established	
	Current situation not known	810
Cannot be contacted – no current address	820	
Refused to disclose activity	830	
Other	Refugee/asylum seeker **	720

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 state-funded 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 that could be due to our data quality or matching process rather than differences in the activity of students. A total of 32 institutions are affected at key stage 5, all of them mainstream. At key stage 4 there are a total of 18 institutions affected, all of them special schools or alternative provision, except for three further education providers and one studio school.

Independent mainstream schools have a lower match rate to our administrative data due to the way data is collected for these institutions so the **95% match rate has not been applied to independent mainstream schools** to prevent large numbers of institutions from being suppressed under this rule. Users should be aware of the lower coverage of destinations in independent schools.

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 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 zero 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 additional values have been suppressed due to possible disclosure by totalling values elsewhere.

Annex 5: Local authority areas with selective schools

Pupils in selective state-funded mainstream secondary schools in LAs with at least one selective school
January 2016 School Census

LA code	LA name	Selective Schools		
		Number of schools	Percentage of schools	Percentage of pupils
ENGLAND		163	4.8	5.2
<u>Highly Selective LAs (12)</u>				
303	Bexley	4	25.0	27.3
319	Sutton	5	35.7	31.6
344	Wirral	6	28.6	31.2
358	Trafford	7	38.9	45.5
825	Buckinghamshire	13	35.1	42.6
836	Poole	2	22.2	28.2
871	Slough	4	28.6	35.1
880	Torbay	3	33.3	35.2
882	Southend-on-Sea	4	33.3	35.0
886	Kent	32	32.0	34.2
887	Medway	6	33.3	32.1
925	Lincolnshire	15	27.3	28.2
<u>LAs with some selection (24)</u>				
302	Barnet	3	12.0	11.2
305	Bromley	2	11.1	9.3
308	Enfield	1	5.0	6.0
314	Kingston upon Thames	2	18.2	21.9
317	Redbridge	2	11.1	7.5
330	Birmingham	8	9.2	10.3
335	Walsall	2	10.5	7.8
336	Wolverhampton	1	5.3	5.4
341	Liverpool	1	3.2	3.4
381	Calderdale	2	14.3	14.4
382	Kirklees	1	3.6	5.6
815	North Yorkshire	3	7.1	6.9
837	Bournemouth	2	16.7	22.4
861	Stoke-on-Trent	1	6.3	8.9
865	Wiltshire	2	6.5	6.7
870	Reading	2	20.0	22.9
878	Devon	1	2.3	2.1
879	Plymouth	3	15.8	16.6
881	Essex	4	5.1	4.3
888	Lancashire	4	4.7	6.6
894	Telford and Wrekin	2	15.4	12.5
909	Cumbria	1	2.6	2.9
916	Gloucestershire	7	17.9	16.7
937	Warwickshire	5	13.9	12.8



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Reference: Destination measures 2017



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