



Department
for Education

16 to 18 accountability measures - update

**Measures for the 2021 to 2022 academic
year**

June 2022

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Introduction

Most exams and assessments did not take place in the 2019/20, or 2020/21 academic years, due to COVID-19. We did not publish school or college level results data in performance tables in autumn 2020 or autumn 2021, and we have been clear that this data will not be used to hold schools and colleges to account. We also made clear that we will not use qualification grades achieved in 2020, or in the 2020/21 academic year, in future performance measures.

It is government policy that exams and assessments for GCSEs, AS and A levels, and vocational and technical qualifications, should go ahead in summer 2022. In July 2021 we [announced](#) that, as we plan for exams to go ahead, we will publish results from qualifications achieved in the 2021/22 academic year, at key stage 4 and 16 to 18, on the [Compare School and College Performance website](#) (often known as the ‘school and college performance tables’), using our normal suite of accountability measures, as far as that is possible.

With GCSE, AS and A level exams returning, it is important we move back to publicly available data about exam results in a school or college, for transparency and as a starting point to support parents and students when choosing schools or post-16 institutions. We recognise the uneven impact on schools and colleges of the pandemic and will ensure clear messages are placed on the performance tables to advise caution when considering data from 2021/22. This will include strongly discouraging users of the data from drawing comparisons with performance data from previous years. We will also advise caution when comparing a school’s performance with national or local authority averages, advising users to talk to the school or college to understand the context for the results.

For example, if performance data shows that a grade C is the average result for students in a school or college, parents and other users will want to consider – cautiously, and as a first step - how this figure relates to local and national averages for 2021/22, but without drawing firm conclusions solely on that basis. The school or college’s average result then provides a starting point for discussion with the school. Talking to the school or college is a vital step to understand the broader context around this figure, and how it might have been impacted by the school or college and its students’ experience of the pandemic.

We will also strongly advise against direct comparisons between the performance data for one school or college and another school or college, without taking this broader context into account.

We will also provide 16 to 18 data for Ofsted to use in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions. Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the

changes to the methodology outlined in this document and the uneven impact of the pandemic on pupils and schools. Inspectors will be sensitive in their use of this data.

As set out in DfE [guidance](#), school, college and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of students. Performance management targets relating to student performance should not be used in isolation and other factors, in this case the uneven impact of the pandemic on pupils and schools and the considerable caution needed when using the 2021/22 performance data, should also be taken into account.

Changes to the Compare School and College Performance (CSCP) website for the 2021/22 academic year

To support appropriate use of the 2021/22 data, we plan to make changes to the performance measures website and the way we present school and college level data for 2021/22. We will be carrying out further work and testing over the coming months on these changes for this year, which will include:

- removing the “all schools and colleges in England” and local authority comparison tables (we will continue to show local authority and national averages for each performance measure on the individual school or college pages; and data on all schools/colleges and local authorities will still be available to download from the website);
- changing the name of the website to reduce the emphasis on comparison between institutions;
- stopping displaying pre-pandemic data (2018/19 and earlier) on the school/college pages, and move these data to the usual archive with a link on the website; and
- changing the way we present progress measures, by removing the coloured “bandings” to discourage simplistic conclusions being drawn about a school or college’s overall performance. At 16 to 18 as we will not be publishing progress measures for 2021/22 (see the [section on progress measures](#) below), this will only apply to the ‘Progression to Higher Education and Training’ destinations measure.

Adjustments to how we calculate performance measures for the 2021/22 academic year

We will need to adjust the way that we calculate some performance measures at both key stage 4 (KS4) and 16 to 18 for the 2021/22 academic year, to take account of the fact that results of qualifications achieved in 2020 and the 2020/21 academic year (ie between January 2020 and August 2021) will not be included. We made clear in the [July 2021 announcement](#) that we would do this in such a way as to minimise the impact of gaps in data for school and college level measures, although it is important to note that we will not be able to completely eliminate the impact of missing data from 2020 and 2021. We also said that we would still need to confirm whether we could produce some

of the 16 to 18 measures for 2021/22, given our commitment not to include qualification grades achieved between January 2020 and August 2021.

This update sets out:

- Which 16 to 18 performance table measures we intend to produce and publish for the 2021/22 academic year;
- How we will calculate the 16 to 18 measures we will produce for the 2021/22 academic year, bearing in mind our commitment not to include qualification grades achieved between January 2020 and August 2021; and
- Other changes that will affect 16 to 18 performance measures for 2021/22.

This update should be read alongside [the full 16 to 18 accountability technical guidance](#) issued in July 2019. The content of this update will be integrated into the [full guidance](#) when it is updated later this year. Neither this update, nor the full guidance, covers Qualification Achievement Rates. There is [separate guidance on Qualification Achievement Rates](#).

Expiry or review date

As above, this guidance will be incorporated into [the full 16 to 18 accountability technical guidance](#) when it is next updated. This will be in or before the autumn term 2022.

Who is this publication for?

This guidance is for:

- School and college leaders, school and college staff and governing bodies in all maintained schools, academies and free schools with a sixth form, sixth form colleges and general further education colleges with 16 to 18 provision;
- Local authorities; and
- Other users of 16 to 18 performance tables.

Summary

This update sets out our intended approach to the usual suite of 16 to 18 headline measures in the 2021/22 academic year, given our commitment not to use qualification grades achieved between January 2020 and August 2021:

- **Headline attainment measure** – we will produce and publish this measure, omitting qualification grades achieved between January 2020 and August 2021.
- **Progress (16 to 18 value added) measure** – we will not be able to produce this measure, as we have committed not to use KS4 prior attainment from qualifications achieved between January 2020 and August 2021. We will return to producing this measure again as soon as possible.
- **English and maths progress measure** – we will not be able to produce a progress measure, as we have committed not to use prior attainment data from qualifications achieved between January 2020 and August 2021. We are considering whether we can produce another measure of the outcomes of students that take English and maths GCSE and equivalent qualifications at 16 to 18, and will confirm further details in due course.
- **Retention measures** – will be produced and published as normal.
- **Destination measures** – will be produced and published as normal.

The update also explains a number of other matters that will affect 16 to 18 performance measures for 2021/22, including:

- clarification that data from qualifications achieved in the 2021/22 academic year (ie between September 2021 and August 2022) will count in 2021/22 performance tables, with the exception of results from the extraordinary autumn series of AS and A levels.
- clarification that outcomes of Vocational and Technical Qualifications (VTQs) where the final grade is awarded in the 2021/22 academic year will be included, even if some of the unit-level grades were awarded between January 2020 and August 2021.
- that we have removed the rule which triggers students' data for inclusion in performance tables automatically if they have been allocated to the same school or college for the last two years;
- that we will permanently stop producing the Tech Bacc measure (additional measure for the Tech Level cohort); and
- that we intend to start publishing the Average Point Score measure at MAT level from 2022 as a permanent change.

[Annex A](#) shows a summary list of which 16 to 18 performance table measures we will produce and publish for 2021/22, and which we will not.

Attainment measures

Headline attainment measure – Average Point Score (APS) per entry

We will produce and publish the Average Point Score per entry measure for the 2021/22 academic year. When we calculate this measure we will omit all grades from qualifications awarded between January 2020 and August 2021. The measure will otherwise be calculated as normal (see the [16 to 18 accountability measures technical guidance](#) for more information). We have tested this approach using 2019 data, and based on this modelling, we expect that calculating the measure in this way will have a limited impact on institution level measures. It will likely have a slightly larger impact, compared to how the measure would look if calculated using our normal methodology, on schools and colleges where students routinely enter qualifications before their final year of study. Caveats alongside the data will make this clear. We know that there will be other impacts on the data in 2021/22 caused by the disruption of the pandemic. Caveats alongside the data will reflect this also.

Additional measures

We will produce and publish the following additional measures for 2021/22. We will calculate these measures using the same approach as for the headline attainment measure: we will omit grades from qualifications awarded between January 2020 and August 2021 but will otherwise calculate the measures as normal. We have chosen to maintain this approach across all attainment measures for consistency, and also because it is the approach that we expect will have the most limited impact for the majority of institutions.

A level cohort: Best 3 A levels and AAB including at least 2 facilitating subjects

We will produce and publish these measures, using the approach set out above. Schools and colleges that routinely enter students into A levels before their final year of study are most likely to see an impact on these measures, because the measures would normally take into account if a student had achieved the particular set of grades or qualifications across all years of 16 to 18 study. Caveats will be included alongside the data.

Applied general and technical cohorts: percentage entering a Tech level, Applied General or Technical certificate qualification

We will produce and publish the following measures, using the approach set out above:

- percentage of all level 3 vocational and technical students entering an Applied General qualification;
- percentage of all level 3 vocational and technical students entering a Tech Level qualification;
- percentage of all level 2 students that entered a Technical Certificate.

We will not produce or publish the following additional measures:

Academic cohort: Level 3 maths measure

This relies on KS4 prior attainment data to count students in scope for the measure. Most students reported in 2021/22 performance tables will have KS4 prior attainment data from 2020, which we have committed not to use. We will, therefore, not produce or publish this measure for 2021/22. As the measure will face similar issues in 2022/23, when most prior attainment data will come from the 2020/21 academic year, we also will not produce or publish this measure for 2022/23 performance tables. We intend to return to producing and publishing this measure again as soon as possible.

Tech Level cohort: Tech Bacc measure

The Tech Bacc measure shows the number of students achieving a pass grade or above in all of: an approved Tech Level, level 3 maths qualification and an extended project qualification. In previous years, only very low numbers of students, in a limited number of institutions, have achieved this (191 students in England, spread across 68 institutions, in 2019). With the roll out of T Levels, and the ongoing level 3 and below qualifications review, the Tech Bacc is becoming less relevant as a challenging technical route, and given the very low numbers of students taking this combination of subjects already, we intend to stop producing or publishing this measure, permanently.

Progress measure – value added

We will not produce or publish value added progress measures for any cohort at 16 to 18 in 2021/22. This is because this measure relies on KS4 prior attainment data, to consider how well students do in their qualifications, compared to students with similar prior attainment at the end of KS4. For 2021/22 performance measures, the majority of this KS4 prior attainment data would be from 2020, as many students finish 16 to 18 study after two years. We have committed not to use data, including prior attainment data, from qualifications achieved between January 2020 and August 2021 in future performance measures.

We have considered other options that would enable us to produce a progress measure for 2021/22, including the possibility of using key stage 2 (KS2) prior attainment data (which in 2021/22 would mostly come from 2015). Modelling this approach with 2019 data showed a weak correlation between KS2 prior attainment and 16 to 18 outcomes, so we will not be taking this approach.

We also considered using another type of measure that would provide more information than the attainment measure, but which didn't take prior attainment into account, similar to a completion and attainment measure. We felt that introducing this as an 'alternative progress measure', especially for A levels and Applied General qualifications for which we have never used completion and attainment, would be misleading.

We will include information alongside the other, available measures which make clear that they only represent attainment, and that they do not take prior attainment into account. We will also highlight other performance data which provides more information on how providers support all students, including the Progression to Higher Education and Training destinations measure, which takes prior attainment into account, and breakdowns of the headline attainment measure for disadvantaged students.

We will face the same issue for progress measures at other key stages, in time, when the prior attainment data will also be from 2020 and 2021 (from 2023/24 performance tables at KS2, and from 2024/25 at KS4). We will explore whether there are any alternative options for producing a progress measure in the affected years for KS2 and KS4, and will announce our approach nearer the time, which will not necessarily follow that which we are taking at 16 to 18.

Progress measures in future years

Given that in 2022/23 performance tables, value added measures would rely on KS4 prior attainment data from both 2020 and 2021, we will not be able to produce or publish a value added progress measure for 2022/23 performance tables, either. We will return to producing value added progress measures at 16 to 18 again as soon as possible, which will be in 2023/24 performance tables, at the earliest.

Completion and attainment measures

We announced in the last update to the main technical guidance, that we would be introducing a progress measure for Tech Levels, which would replace the existing completion and attainment measure in 2019/20 performance tables. As there were no 2019/20 or 2020/21 performance tables, our intention is that this will now happen when progress measures return (as above, in 2023/24 performance tables at the earliest). We also intend to introduce a progress measure for level 2 Technical Certificate students, to replace the previous Completion and Attainment measure at that point. Until then, we will not publish a completion and attainment measure for either the Tech Level or level 2 Technical Certificate cohorts. Further details on the introduction of a progress measure for these cohorts, and the shadow data that we had said we would share previously, will be announced in due course.

English and maths progress measures

These measures account for the progress of students in English and maths where they did not achieve at least a grade 4 or above at GCSE by the end of key stage 4. We will face similar issues calculating these measures in 2021/22 as we do for the main progress (value added) measure. This is because the information that we use to count students in scope for these measures is either their KS4 English and/or maths GCSE grade, or their grade in an English and/or maths GCSE, or equivalent, at a previous 16 to 18 provider. This also provides the starting point for calculating the average change in grade. For 2021/22, the majority of these grades will have been awarded between September 2020 and August 2021, which we have committed not to use in future performance measures.

We are therefore unable to produce a progress-type measure for students taking English and maths GCSE, or equivalent qualifications, at 16 to 18, in 2021/22. This measure will face the same issues in 2022/23, and 2023/24, as a high number of students that are included in this measure are reported after three years of 16 to 18 study. We therefore intend to pause publication of the usual English and maths progress measure for the next three years.

The English and maths progress measures are currently the only measure in performance tables of how well schools and colleges support the study of English and maths GCSE or equivalent qualifications at 16 to 18. We are therefore considering whether we could introduce a new interim non-progress measure, to show some information about the outcomes of students in these qualifications, so that we are not without data on these qualifications at 16 to 18 for the next three years. We will confirm details of whether we will be introducing such a measure in due course.

The Condition of Funding remains in place, and will be based on a student's individual prior attainment as normal, regardless of which year this was achieved. The Condition of Funding requires that students aged 16 to 18 (and 19 to 25 with an education, health and care (EHC) plan), who do not hold a GCSE grade 9-4, or equivalent qualification in maths and English, and are doing a programme of 150 hours or more, must study maths and/or English as part of their programme, in each academic year. Providers have the freedom to determine when a student is ready to sit exams and assessments in these subjects to support their progress to further study, training and skilled employment.

Retention measures

In 16 to 18 performance tables, we normally publish one **headline retention measure** (% of students who stay at the same provider until the end of their study programme) and two additional measures –**returned and retained for a second year**, and **retained and assessed**. These measures do not rely on grades data from any year, and we will produce and publish these measures in 2021/22. For the retained and assessed measure we will use qualification entries data from between January 2020 and August 2021, where relevant, to decide whether students have been assessed.

Destination measures

Headline destinations measure

We will produce and publish this measure. The measure is published on a two-year time lag compared to other performance measures, to allow us to see whether students have sustained their destination. This means that, in 2021/22 performance tables, the headline destination measure will report mostly on students that completed 16 to 18 study during the 2019/20 academic year. The measure does not rely on grades data from any current or previous academic years. We use entries data to enable us to break down the destinations data by the level of a students' 16 to 18 study, and will continue to use entries data from all years, including entries between January 2020 and August 2021, for this purpose.

This is a cohort for which very little other performance information is available, given the suspension of most performance measures in 2019/20 and 2020/21. We will include caveats around the published data to be clear that both the study and destinations for students in this cohort may have been affected by the impacts of COVID-19.

Progression to Higher Education or Training measure

We will produce and publish this measure. The measure, which uses KS4 prior attainment data for the progression score and banding, is published with a three-year lag compared to other performance measures, to allow us to see if students sustain their destination, including students that take a gap year after 16 to 18 study. In 2021/22 performance tables, this measure will report mostly on students that completed 16 to 18 study during the 2018/19 academic year. This means that most students will have KS4 prior attainment from 2017, so we do not face the same issues in 2021/22, as we do with the other progress measures. We will instead face these issues from 2024/25 performance tables onwards, and will provide further information on how we will approach this in due course.

Subject entries information

In 2020/21, we started publishing information on the number of exam entries in each subject (for [qualifications that count in performance tables](#)) at a school or college. We will continue to include this information on the 16 to 18 performance tables website for 2021/22, and in future years.

Multi-Academy Trust performance measures

We have announced that we intend to publish Multi-Academy Trust (MAT) level performance measures for 2021/22. For 16 to 18 at MAT level, we have previously only published the value-added progress measure. We are unable to publish this measure for the next two years as we have committed not to use data, including prior attainment data, based on qualifications awarded between January 2020 and August 2021 (see the [section on progress measures](#) in this guidance). From 2021/22, we will therefore publish attainment (APS per entry) at MAT level.

Once we are able to publish progress measures again, we intend to publish both the attainment and the value added progress measure at MAT level, to better align with school and college-level performance measures.

As in 2018/19, we will only produce 16-18 MAT measures in 2021/22 for the Academic and Applied general cohorts.

Eligibility for inclusion in the MAT measures

We publish performance data at MAT level for MATs that are sufficiently large and well established to a) have had time to have an impact on the performance of the academies within the MAT and b) to have meaningful aggregated data.

For 2021/22, for each cohort (Academic, Applied General) we will produce measures for MATs:

- that have at least three academies with results, in that cohort, at 16 to 18, and
- where those academies have been with the MAT for at least three academic years (as of 14 September 2021).

This means that we do not produce measures for all MATs. It also means that where we do produce measures for a MAT, the measures may be based on the results from only some of their academies (i.e. a MAT may have at least three academies, that have been part of the MAT for 3 or more years, with results at 16 to 18, but also have academies with results at 16 to 18 that have been with the MAT for less than 3 years). Additionally, a MAT may be reported for one cohort but not another, if it satisfies the above eligibility criteria for one cohort (e.g. Academic) but doesn't satisfy the criteria for another cohort (e.g. Applied General).

The examples below show how the inclusion criteria would apply for MATs with various compositions.

Example MAT 1

Academy name	Years in MAT	16-18 Academic cohort results?	16-18 Applied general cohort results?
Red Academy	7	Yes	Yes
Blue Academy	4	Yes	Yes
Green Academy	2	Yes	Yes
Yellow Academy	2	Yes	Yes

MAT 1 would not be reported, because while they have four academies, with results for the 16-18 cohorts, only two of the academies have been in the MAT for three or more years.

Example MAT 2

Academy name	Years in MAT	16-18 Academic cohort results?	16-18 Applied general cohort results?
North Academy	6	Yes	Yes
West Academy	5	Yes	Yes
South Academy	4	Yes	No
East Academy	2	Yes	Yes

MAT 2 would be reported for the academic cohort, because they have three academies, with academic results, that have been in the MAT for three or more years. However, MAT 2 would not be reported for the applied general cohort, as they do not have three academies with applied general results that have been in the MAT for three or more years.

We last produced MAT measures for the 2018/19 academic year, as we did not publish most school or MAT level performance measures for 2019/20 or 2020/21, due to the suspension of most exams and assessments. Since then, we know that the number of MATs that have at least three academies, that have been part of the MAT for at least three years has increased – as the MAT sector has continued to mature. This means that

we expect that in 2021/22 we will be producing measures for significantly more MATs than we did in 2018/19, and some MATs will have MAT measures produced for the first time.

The measures cover state-funded mainstream academies (including academies with sixth forms, 16-19 academies, University Technical Colleges (UTCs) and studio schools) within MATs. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

Previously, we have also reported at sponsor level, for the very small number of MATs this affects. We will no longer be reporting at this level.

Calculating the attainment measure at MAT level

As above, for 2021/22, we will produce the attainment measure (APS per entry) at MAT level, for the Academic and Applied general cohorts.

We will also produce breakdowns of these measures for disadvantaged pupils - provided that a MAT has results from disadvantaged students, for each cohort, at three academies that have been in the MAT for three or more years.

The Average Point Score per entry for a MAT is based on the weighted average of its individual academies' respective APS per entry scores. Weighting is employed when calculating the average to ensure an academy's contribution to the overall score is proportional to its size. At 16 to 18, size is not determined by the number of pupils but rather the number of entries. This is because pupils may take different numbers of qualifications, and qualifications themselves can have varying size (with larger qualifications counting as larger entry).

The example below shows how this weighting is applied to calculate the measures

MAT 2

Academy	Years in MAT	Included in calculation?	APS per entry	Total Entries
North Academy	6	Yes	41	80
West Academy	5	Yes	38	90
South Academy	4	Yes	42	100
East Academy	2	No	36	110

We would calculate the APS per entry for MAT 2 in the following way:

$$MAT APS \text{ per entry} = \frac{41 * 80 + 38 * 90 + 42 * 100 + \text{Not Counted}}{80 + 90 + 100 + \text{Not Counted}}$$

Note that 'Not Counted' refers to East Academy, which is 'not counted' because it hasn't been in the MAT for 3 or more years.

[Guidance on the existing MAT performance data for the 2018/19 academic year](#) is also available.

Results included in performance tables for 2021/22

When calculating 16 to 18 performance measures for 2021/22, we will include results from qualifications awarded in academic year 2021/22, with the exception of AS and A level qualifications taken as part of the extraordinary autumn 2021 examination series¹. Qualifications routinely offered in autumn that count towards 16 to 18 performance measures, such as vocational and technical awards taken in autumn 2021, will be included. Other existing rules for which qualifications are included in performance measures, as [set out in the main technical guidance](#), will also apply.

For unit-based [vocational and technical qualifications that count in performance tables](#), we will include the outcome, as long as the overall grade was awarded in September 2021 or later. We will include overall grades even if some of the constituent unit-level grades were awarded between January 2020 and August 2021 via Centre Assessment Grade, Teacher Assessed Grade or another process.

Students included at the end of 16 to 18 study

Since we last published performance tables, we have changed the criteria which 'triggers' students' data to be included in that reporting year. From 2021/22 performance tables, students will be included if:

- a) they have entered for at least 2 qualifications, each of which is at least the size of an A level, or they have entered for at least 1 qualification the size of 2 A levels, in the reporting year; OR

¹ This is because this exam series was provided solely due to the cancellation of summer 2021 exams (except for GCSE English language and GCSE maths exams which are always available in the autumn). Entry was also restricted to students who either received a teacher-assessed grade in summer 2021 or who, in the opinion of the exam board, would have entered summer 2021 exams had they not been cancelled. In this case, for the purpose of performance tables, we will count the result as if it was achieved in summer 2021, and it will not be included.

b) they are 18 at the start of the reporting year and have not been reported in the performance tables at their current allocated school or college.

We have removed the third criteria which triggered students for inclusion if they had been allocated to the same school or college for the last two years.

We have made this change to reduce the burden on schools and colleges where large numbers of students complete 16 to 18 study in their third year, and who previously would have had to spend a lot of time removing these students from the cohort during the data checking exercise. Students will still be triggered for reporting after two years if they meet either of the other criteria above. Schools and colleges will also still be able to defer students who meet criteria a) but are not yet 18, if they are continuing study with them. This change will also ensure that all students are reported only once in school and college performance tables, and that when they are reported, this includes the extent of their 16 to 18 study (where that data is not results data from the January 2020 to August 2021 period, which we have committed not to use).

We applied this criteria change to the data used in [the A level and other 16 to 18 results statistical publication](#), reporting on measures at a national level, which was published in November 2021. There was no checking exercise in this year, due to most performance measures being suspended. This means that any students that did not meet the two remaining criteria ((a) and (b), above), were not counted in this data. Schools and colleges will see these students in their provider level data in 2021/22.

As published performance tables are returning for the 2021/22 academic year, the data checking exercise will also return. As previously, a student eligible for reporting in 16 to 18 performance tables will also need to meet criteria for each performance measure to be included in that measure.

Annex A: Measures to be included in 2021/22 performance tables

We will produce and publish the following measures:

- **Headline attainment measure: Average Point Score per entry (for all cohorts²)**
 - Additional measure: Best 3 A levels (for the A level cohort)
 - Additional measure: At least AAB including at least 2 'facilitating subjects' (for the A level cohort)
- **Headline retention measure: % of students who stay at the same provider until the end of their study programme**
 - Additional retention measure: Retained and returned
 - Additional retention measure: Retained and assessed
- **Headline destination measure: % of students progressing to a sustained education, training or employment destination**
 - Additional destination measure: Progression to Higher Education and Training
- **Other additional measures and information**
 - Additional measures: % of all level 3 vocational and technical students entering an Applied General qualification; % of all level 3 vocational and technical students entering a Tech Level qualification; % of all level 2 technical students entering a Technical Certificate
 - Additional information: Subjects entered at 16-18

We may also produce and publish an alternative measure for English and maths GCSEs and equivalent qualifications – details of this will be confirmed in due course.

We will not produce the following measures:

- **Headline progress measure: Level 3 value added (for A level, Academic and Applied General cohorts); or completion and attainment (for Tech Level and L2 Technical Certificate cohorts)**
- **Headline English and Maths progress measure**
- **Additional measure: % achieving an advanced level maths qualification**
- **Additional measure: Number of students achieving the Tech Bacc (this is a permanent change)**

² A level, Academic, Applied General, Tech Level and L2 Technical Certificate



Department
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