



Department
for Education

Technical Note

Destination Measures

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CONTENTS

| | |
|---|-----------|
| BACKGROUND..... | 5 |
| WHAT ARE KEY STAGE 4 (KS4) AND 16-19 DESTINATION MEASURES | 5 |
| WHY WE PUBLISH DESTINATION MEASURES | 5 |
| THE HISTORY OF THE KS4 AND 16-19 DESTINATION MEASURES | 5 |
| DEFINITION OF DESTINATION MEASURES | 6 |
| COHORT | 6 |
| KEY STAGE 4..... | 6 |
| KEY STAGE 5..... | 7 |
| ALIGNMENT WITH PERFORMANCE TABLES..... | 8 |
| ACADEMIC AGE | 8 |
| TIME LAG..... | 9 |
| EDUCATION DESTINATIONS..... | 9 |
| EDUCATION DATA SOURCES..... | 9 |
| SUSTAINED PARTICIPATION IN EDUCATION DESTINATIONS | 10 |
| <i>CALCULATION OF SUSTAINED PARTICIPATION IN THE ILR, HESA AND SCHOOL CENSUS.....</i> | <i>10</i> |
| PARTICIPATION WITH DIFFERENT PROVIDERS: ‘EDUCATION COMBINATION’ LINE | 11 |
| EMPLOYMENT, TRAINING AND YOUNG PEOPLE NEET | 11 |
| EMPLOYMENT, TRAINING AND NEET DATA SOURCE | 11 |
| NCCIS DATA | 11 |
| SUSTAINED PARTICIPATION IN EMPLOYMENT AND TRAINING DESTINATIONS | 12 |
| INCORPORATING EMPLOYMENT AND TRAINING DATA INTO THE MEASURE | 13 |
| REPORTING OF PARTICIPATION NOT SUSTAINED AND YOUNG PEOPLE NEET..... | 14 |
| DUPLICATE PUPILS WITHIN THE BASE COHORT | 15 |
| DOUBLE COUNTING ACROSS DESTINATIONS | 15 |
| REPORTING LINES INCLUDING DEFINITIONS OF DESTINATIONS | 16 |
| TOTAL NUMBER OF YOUNG PEOPLE | 16 |
| ANY EDUCATION DESTINATION | 16 |
| FURTHER EDUCATION (FE) PROVIDERS IDENTIFIED FROM THE ILR DATA..... | 16 |
| FE COLLEGE AND SIXTH FORM COLLEGE | 16 |
| INDEPENDENT SCHOOL | 17 |
| SCHOOL SIXTH FORM | 17 |
| SPECIALIST POST-16 INSTITUTION (SPI) | 17 |
| ALTERNATIVE PROVISION (AP) AND PUPIL REFERRAL UNITS (PRU) | 17 |
| SPECIAL SCHOOLS | 17 |
| APPRENTICESHIPS..... | 17 |
| HIGHER EDUCATION INSTITUTION (HEI)..... | 18 |
| EDUCATION COMBINATION..... | 19 |
| EDUCATION/EMPLOYMENT/TRAINING COMBINATION | 20 |

| | |
|--|-----------|
| DESTINATION NOT SUSTAINED | 20 |
| DESTINATION NOT SUSTAINED /RECORDED NEET | 20 |
| ACTIVITY NOT CAPTURED IN THE DATA | 20 |
| RECORDED AS UCAS ACCEPTANCE FOR DEFERRED ENTRY INTO HE (INCLUDING 'GAP YEAR') | 20 |
| OTHER REPORTING ISSUES | 21 |
| CHARACTERISTICS DATA | 21 |
| GENERAL | 23 |
| SUPPRESSION | 23 |
| <i>SYMBOLS USED IN THE PUBLICATION</i> | <i>24</i> |
| EXPERIMENTAL STATISTICS | 24 |
| BIS WIDENING PARTICIPATION MEASURE | 24 |
| BIS FE CHOICES LEARNER DESTINATION MEASURES | 25 |
| DFE PARTICIPATION IN EDUCATION, TRAINING AND EMPLOYMENT SFR | 25 |
| ANNEX 1: TOP THIRD MOST SELECTIVE INSTITUTIONS, CALCULATED ACCORDING TO MEAN UCAS A LEVEL TARIFF SCORE OF ENTRANTS, 2011/12 | 28 |
| RUSSELL GROUP | 29 |
| ANNEX 2: NCCIS CODES | 31 |
| ANNEX 3: DOUBLE COUNTING | 32 |
| MISMATCHING | 32 |
| ILR AND SC OR HESA DOUBLE COUNTS: UNFUNDED STUDENTS | 32 |
| SC AND ILR OR HESA DOUBLE COUNTS: SUBSIDIARY PUPILS | 32 |
| ILR AND SC DOUBLE COUNTS: MINOR AIMS | 32 |
| HESA AND ILR OR SC DOUBLE COUNTS: LEARNING AIMS | 33 |
| AWARDING BODY DATA (INDEPENDENT SCHOOLS) AND ILR OR SCHOOL CENSUS | 33 |
| SPECIAL SCHOOLS AND ILR, SCHOOL CENSUS OR AWARDING BODY DATA | 33 |
| SPIS AND ILR, SCHOOL CENSUS OR AWARDING BODY DATA | 34 |
| ALTERNATIVE PROVISION/PUPIL REFERRAL UNIT | 34 |
| REMAINING DOUBLE COUNTS | 34 |

Table of figures

| | |
|--|----|
| Table 1 : Academic Age | 9 |
| Table 2 : NCCIS categories included in the measure | 13 |

Technical notes – destination measures

Background

1. Figures in this statistical first release, SFR (experimental statistics) are obtained from matched administrative data. This is the third publication on destination measures and is classified as ‘experimental statistics’ as the data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. The data should be treated with caution as this is the first year for which data on independent schools, special schools and alternative provision have been produced.

What are key stage 4 (KS4) and KS5 destination measures

2. Destination measures show the percentage of students continuing their education in school, further education or sixth form college, higher education institution (HEI), independent school, specialist provider, or through an apprenticeship, the percentage who went into employment or training and those who were not in education, employment or training (NEET).

Why we publish destination measures

3. We have made it very clear that we want to put more information into the public domain so that parents and students can make informed judgements about the performance of schools and colleges in their area.
4. The destination measures provide clear and comparable information on the success of schools and colleges in helping all their students take qualifications that offer them the best opportunity to progress. They will also encourage institutions to make sure their students receive the support needed to prepare for and complete the transition on to education, employment or training which offers good long term prospects.

The history of the KS4 and KS5 destination measures

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

show their destinations in 2009/10.

6. The data published in 2013 also showed the percentage of students who went into employment or training and those who were not in education, employment or training (NEET). These data related to those students who were included in the 2009/10 performance tables and show their destinations in 2010/11.
7. For the first time in 2013, published data also included breakdowns by student characteristics (gender, ethnicity, students' eligibility for free school meals, and special educational needs (and learning difficulties and disabilities for KS5 students).
8. In 2014, the destination measures have been expanded to include independent schools, special schools, specialist post-16 institutions and alternative provision/ pupil referral units.

Definition of destination measures

- Percentage of 2010/11 key stage 4 cohort going to, or remaining in, an education and/or employment destination in 2011/12
- Percentage of students, in 2010/11, who were entered for A level or other level 3 qualification, going to, or remaining in, an education and/or employment destination in 2011/12

Cohort

9. This SFR reports on young people in KS4 and KS5 in the 2010/11 academic year and identifies their education and/or employment destinations in the 2011/12 academic year.
10. The base cohort includes students in English schools, colleges, and alternative provision. The coverage of destinations is explained in the 'Data sources' section below.

Key stage 4

11. The 2010/11 cohort is obtained from the published performance tables (PT) where
 - Young people are identified as being at the end of KS4. In the majority of schools, students in year 11 in the 2010/11 school year were at the end of KS4, but some may have completed this key stage in an earlier or later year group.
12. The cohort is from State-funded mainstream schools, independent schools, maintained and non-maintained special schools and alternative provision as follows:
 - Academies - Sponsor Led (AC)

- Community schools (CY)
- Voluntary aided schools (VA)
- Voluntary controlled schools (VC)
- Foundation schools (FD)
- City Technology Colleges (CTC)
- Academy - convertor mainstream (ACC)
- Special (maintained) (CYS and FDS)
- Special (non-maintained) (NMSS)
- Independent schools
- Alternative provision, pupil referral units

KS4 independent schools

13. For KS4, inclusion of pupils in independent schools is restricted to schools where the NPD cohort matches exactly to the cohort from the awarding body data. If they did not align, the school was excluded from the cohort of the destination measures. At KS5, all independent schools are included.

KS4 independent special schools

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

KS5 special schools

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

Pupils repeating year 11

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

Key stage 5

17. The 2010/11 cohort is obtained from the published performance tables where

- Young people aged 16, 17 or 18, were entered for A levels or other level 3 qualifications during the 2010/11 academic year; this is also referred to as '16-19'.

18. The qualifications included in the tables are on the basis of being the same level of challenge as an A level. AS's and vocational qualifications are included as level 3 qualifications. However students are only included in the cohort if they have entered a qualification similar to the size of an A-level.

19. A student is only included in the cohort if they have been entered for at least one A level or other level 3 qualification. Someone who has been entered for a BTEC National Award will be in our cohort, but someone who has been entered for AS Levels only will not be in the cohort.
20. The destination mMeasures KS5 cohort is for state-funded mainstream schools, independent schools, maintained, non-maintained and independent special schools plus the addition of further education colleges and sixth form colleges.

Alignment with performance tables

21. The cohort count for each institution predominantly aligns with the cohort count published in the performance tables. The cohort count at local authority (LA) and National level will not always align as the destination measures exclude some independent schools, which performance tables include.
22. To align with the performance tables, a young person is included in the school/college figure if they have been flagged in the data as being included in the school/college 'number on roll'. To ensure that the young person isn't counted twice, their record is only included in the LA or national total if they have been flagged as being included in the LA's 'number on roll' or the national 'number on roll' respectively. This means that, even if the young person is included in more than one school/college, they should only appear once in the LA total and once in the national total. Also, some schools who participate in consortia arrangements for sixth form provision report at consortia level rather than at school level. Therefore school figures will not always add up to the LA totals, and LA figures will not always add up to the national total.
23. LA totals include students according to the LA in which their school/college is located. They are not based on the residency of the young person.
24. For further detail on the definition of the Performance Tables cohort, see <http://www.education.gov.uk/schools/performance/2011/documents.html>

Academic age

25. The ages used throughout the publication are outlined in the table below. The publication refers to academic age, which is the age of the young person on the 31st August of the specified academic year, e.g. age at 31 August 2010 for the 2010/11 academic year.

Table 1 : Academic Age

| 2010/11 cohort | | 2011/12 destinations |
|--------------------------------|------------|---|
| Academic age of cohort (years) | Year Group | Academic age going to destination (years) |
| 15 | 11 | 16 |
| 16 | 12 | 17 |
| 17 | 13 | 18 |
| 18* | - | 19 |

* Students in the cohort who may have taken their exams a year later.

Time lag

26. Creation of the destination measures requires higher education (HESA) data to be matched to the pupil data in the national pupil database. The HESA data used in this release are for the academic year 2011/12 and these are the most recent data to have been matched. This publication is therefore reporting on 2010/11 KS4 and KS5 (A level or other level 3 qualification/s) students who went on to destinations in 2011/12.

Education destinations

Education data sources

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

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

28. The matching of these databases is undertaken at individual level using personal characteristics such as name, date of birth and postcode. A pupil matching reference (PMR) number is attached to allow linking of the data.

The destinations are derived from linking the 2011/12 data sources to the 2010/11 cohort using the PMR number.

Deferred HE offers (including 'gap year' students)

29. 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.

Sustained participation in education destinations

30. To be included in the measure, young people have to be recorded in sustained participation in all of the first two terms of the year at one or more education destinations. This therefore encourages schools and colleges to support and prepare their students to progress to a destination which offers sustained engagement.

31. Sustained participation is defined to be between October 2011 and March 2012 in the 2011/12 academic year, as this addresses change at the start of the academic year, where young people may switch courses or start later. It is also the measurement period that is closest to the point at which the young person left their former school or college and so is the period over which the institution has most influence.

32. Students who have completed the required two periods of attendance over the six months but with different providers (e.g. two months in a school sixth form followed by four months in a FE college) are included in the measure, reported in a separate 'school/college combination' line.

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

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

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

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

Calculation of sustained participation in awarding body data

36. 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 2011/12, it can be surmised the pupil had three months participation. If the pupil sat an exam in Summer 2011/12 or Winter or Summer 2012/13, it has been assumed the pupil fulfilled the full six

months participation from October 2011 to March 2012.

Calculation of sustained participation in alternative provision

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

Calculation of sustained participation in specialist post-16 providers

38. Sustained participation in SPIs is calculated using start and end dates for funded placements only. The end dates are derived from the earliest date of either the 'withdrawal date' or 'funding end date'. If neither of these dates are populated then 'placement end date' is used.

Participation with different providers: 'Education combination' line

39. Students who have completed the required six months but with different providers (e.g. two months in a school sixth form followed by four months in a FE college) will be included in the measures, reported in the 'Education combination' line. The two blocks can be of unequal length but they must completely cover the 6 month participation period.

40. To be counted in the measure, the young person only needs to have completed two blocks of study; this does not have to be a term.

Employment, Training and young people NEET

Employment, Training and NEET data source

41. One administrative data source has been used to determine young people in employment, training or not in education, employment or training (NEET), namely:

- National Client Caseload Information System (NCCIS) covering English local authorities.

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

NCCIS data

43. Young people who have progressed to employment, other training or

who have become not in education, employment or training (NEET) were derived from the National Client Caseload Information System (NCCIS). 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 young people. NCCIS is a key source of information on participation and is the only source of information on the numbers not in education, employment or training at a local authority level. Local authorities also use CCIS to record which young people have received a suitable offer of education or training or are in employment.

44. Most local authorities produced good coverage of the population, and the data missing due to collection error for England as a whole reduced from 8% last year to 4% this year.
45. The measures for the areas with low coverage would show that a smaller proportion of young people have progressed to employment, or are NEET, than would otherwise be the case. The number for whom no activity is recorded would be higher.
46. Although there were issues with the data used in the measures, work is underway to improve the data quality so as to reduce the numbers of young people in “activity not captured”.

Independent schools

47. As explained above, all state funded schools are required to provide information about their pupils to local authorities who use this to complete CCIS and to track young people’s participation post-16. Independent schools are not required to provide information to local authorities and whilst some choose to, the majority do not. As a result, local authorities only track a small proportion of pupils from independent schools so information on those going into employment/training or NEET is very limited.

Part time employment

48. Part time employment is included under ‘other employment’ in the CCIS.

Sustained participation in employment and training destinations

49. The current methodology for the education destination participation is such that any given month is in ‘participation’ providing the young person has attended an education destination at any time during that month. To align with the education participation, employment/training participation in any month is counted as being in ‘participation’ providing the young person has been in work or training at any time during that month. If a young person has a period of NEET and employment in the same month, they will be deemed to be in employment for that month.

Calculation of sustained participation in employment and training

50. Sustained participation for NCCIS data is counted if there are at least 5 months sustained participation. This is different to the 6 months used in the education methodology, as explained below.

51. Analysis of the data highlighted many cases where the sustained participation periods of employment and training were interspersed with a single month of 'something else'. This often took the form of a NEET category. Although many of the young people continued in employment or training beyond the 6 month participation period they would not have counted in the measure due to this single month 'pause' in the sustained participation period. As there is less permanency and security with employment than in education, it was felt this needed to be taken into consideration in the methodology. It was therefore agreed to permit a single month period of 'something else' within the 6 month period.

52. In addition, if the 'something else' occurred during the final month (March) of the 6 month period then it was agreed that the next month's (April) activity code should be checked. If the April code was employment or training then March would be treated as a pause and the participation criteria would be met, otherwise the participation criteria would fail.

Incorporating employment and training data into the measure

53. The full list of 2011/12 codes from the NCCIS database are in Annex 2. The following paragraphs explain how they have been included and reported in the measure.

Employment and Training

54. The table below shows how employment and training codes are allocated to the various reporting lines.

Table 2 : NCCIS categories included in the measure

| Reporting Line | Categories Included | Codes |
|--------------------------|--|----------------|
| Employment with Training | <ul style="list-style-type: none">• Apprenticeships• Employment with training to NVQ2 or above• Employment with locally recognised training | 310, 320, 340 |
| Other Employment | <ul style="list-style-type: none">• Employment (without locally recognised training or training to NVQ2 or above)• Temporary employment• Part Time Employment (average of less than 16 hours per week) | 330, 350, 360 |
| Other Training | <ul style="list-style-type: none">• YPLA funded training (E2E) | 410, 420, 430, |

| | | |
|--|---|-----|
| | <ul style="list-style-type: none"> • Other YPLA funded training • Other training • Training delivered through Work Programme | 440 |
|--|---|-----|

55. Training activity codes 410 and 420: these codes relate to EFA funded training, which should be reported in the ILR database. Therefore if all of the 6 participation months contained these two activity codes then this training would not be reported from the NCCIS data, as it would be reported from the ILR. This form of training can, though, be permitted along with other employment or training codes to form part of a sustained period of Employment/Training. Apprenticeships (code 310) should also be captured through the ILR, rather than in the NCCIS.

'Education/Employment/Training Combination' line

56. If the employment and training participation does not meet the full 5 months sustained participation criteria but would be met if combined with educational participation, then the young person can be included in the 'education/employment/training combination' reporting line.

57. The education destinations currently permit one swap between institution types during the 6 month participation period. Similarly, one swap between education and employment/training is allowed in this combination line.

Hierarchy of destinations

58. Wherever a sustained education destination overlaps with an NCCIS derived destination, the education destination prevails.

Reporting of participation not sustained and young people NEET

Destination Not Sustained

59. This includes young people whose records show that, for the majority of the 6 month period, the young person was participating in either an education or employment destination, but did not have continuous participation from October to March. Even if the young person also had some record of NEET during this time they would be captured in this line, as it is primarily capturing those with young people just missing out on sustained participation.

60. A young person would be included in this reporting line if

- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination, but had some participation at some point in the year September to August
AND
- They had insufficient October to March sustained participation to be included in a 'Combination' reporting line.
AND

- They had less than 3 months reported NEET in the October to March sustained participation period. (This includes those with no recorded NEET in this period).

Destination Not Sustained /Recorded NEET

61. The majority of young people captured in 'Destination not sustained/Recorded NEET' are those who were recorded as having some education or employment participation in the year September to August but who did not have continuous participation from October to March and had more than 2 months reported NEET.
62. A young person would be included in this reporting line if:
- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination but had some participation at some point in the year September to August AND
 - They had insufficient October to March sustained participation to be included in a 'Combination' reporting line. AND
 - They had more than 2 months reported NEET in October to March. (This includes those with 6 months recorded NEET in this period).
63. A young person would also be included in this category if
- They had no education or employment destination participation at any point in the year September to August but did have a record of NEET at some point in the year September to August. The only information we have for these young people is that they were NEET at some time in the year.

Duplicate pupils within the base cohort

64. Duplicate pupils are young people who appear more than once in the cohort in the national pupil database (NPD). The NPD is a pupil level database which matches pupil and school characteristic data to pupil level attainment. This matching can lead to more than one match, as a pupil may appear more than once in the NPD resulting, for example, from a change of school or college, or dual registration. These records are valid and will remain in the cohort for each school and included in the measure. The 2010/11 destination measure base cohorts had around 85 duplicates at KS4 and 1,220 at KS5.
65. Although duplicates are included at school and college level, some are omitted at LA and national level so that these young people aren't counted twice in the overall figures. It is accepted that some duplicates will remain in the data.

Double counting across destinations

66. The linking of students across destinations (obtained from HESA, ILR, SC, SPI and awarding body data) identified a number of young people who

appear in more than one destination (ie more than one dataset) simultaneously. There were a number of reasons for this and processes were put in place to eliminate the double counts where possible. These are explained in Annex 3.

Reporting lines including definitions of destinations

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

Total number of young people

68. This is the total number of young people calculated to be in the 2010/11 cohort, using the criteria outlined under 'Cohort' at the start of the technical note, and is used to create the denominator for the measure.

Any education destination

69. This line reports the proportion of the cohort that has gone to any form of sustained education destination. This proportion contains no double counting.

Further education (FE) providers identified from the ILR data

70. There are 3 categories of FE providers obtained from the ILR data and reported in the measure.

- FE college
- Sixth form college
- Other FE provider

FE college and sixth form college

71. When identifying FE institution as a destination, a number of young people 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 school/college combination reporting line described below, the following methodology was used to allocate FE institution types:

- Any young person 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 young person with an equal number of aims in two different FE

institution types was allocated to the 'Other FE provider' line.

Other FE provider

72. Any provider in the ILR not identified as a sixth form college or FE college is designated as an 'Other FE provider'.

73. A number of young people were identified within the HESA data as being registered for FE level study i.e. they were undergoing FE study within a HEI. These young people were reported in this 'Other FE provider' category.

Independent school

74. These destinations were identified from the awarding body data.

School sixth form

75. School sixth forms are identified from the SC data. The measure reports the proportion of the cohort participating at these institutions.

Specialist post-16 institution (SPI)

76. These destinations come from data supplied by the Education Funding Agency (EFA) which formed part of the ILR.

Alternative provision (AP) and pupil referral units (PRU)

77. Data on pupils in PRUs in these tables includes those who have their primary registration at a PRU or AP academy (including AP free schools). Data on children in AP refers to pupils who are attending a school not maintained by a local authority, where the authority is paying for the full tuition or who are educated under arrangements made (and funded) by the authority, but not in a school or a pupil referral unit (e.g. pupils educated in community homes or units).

Special schools

78. This row includes pupils who attended maintained, non-maintained and independent special schools.

Apprenticeships

79. Apprenticeships are not counted as destinations in their own right for the purposes of the destination measure but are included within other reported provider types. They are also identified separately within the table. Young people were counted as being on an apprenticeship if they participated in

relevant learning at any time during the October to March participation period providing that, overall, they met the sustained education criteria.

80. Apprenticeships is a subset of other reporting lines and are identified within the ILR data by means of the variables funding stream and programme type, as designated by The Data Service.

81. Young people participating in foundation learning are not reported separately and are currently included in the FE reporting lines.

Higher education institution (HEI)

82. This line reports the proportion of the cohort that has gone to any higher education institution (HEI).

83. Due to the very small numbers reported in the HEI line for KS4, it was not possible to show any further breakdowns for this cohort. For KS5, the HEI reporting line includes a breakdown of the HE institutions by subgroups as follows:-

- *Top Third of HEIs* (see below for methodology)

Subgroups of the top third of HEIs are also shown:

- Oxford and Cambridge Universities
- Russell Group institutions (including Oxford and Cambridge)

- *All other HE institutions* (excluding top third institutions)
- *Other HE providers* (excluding all institutions included in the lines above)

84. Annex 1 lists the HEIs in the 'Top Third of HEIs' and Russell Group.

Calculation of the top third of HEIs

85. The most selective higher education is defined, by the Department for Business, Innovation and Skills (BIS), as the top third of higher education institutions (HEIs) when grouped by mean UCAS tariff score from the top three A level grades of entrants. This is a way of grouping HEIs for statistical purposes using available information. It does not cover all students and all qualifications and is not intended as a comprehensive measure of qualifications on entry to higher education. Users should be aware that the Higher Education sector has a diverse mix of institutions and courses, so any grouping of HEIs has limitations as an indicator of quality.

86. The HEIs included in this group change every year; although 88% of HEIs remained in the top third for 6 consecutive years, from 2006/07 to 2011/12. The calculation is restricted to the top three A level attainment; pupils who study other qualifications at key stage 5 will be excluded.

87. A small improvement has been 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.
88. Further information is available in tables 3a and 3b and Annex B of the BIS Widening Participation in Higher Education publication in the link below:
<https://www.gov.uk/government/publications/widening-participation-in-higher-education-2013>

Other HE Providers

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

Education combination

90. A number of young people were identified as completing one period of learning at one type of institution and 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.
91. Employment and/or Training: This line reports all young people who were recorded as having been in employment and/or training for at least 5 months of the sustained period, October to March. It is an aggregation of the following groups:

Employment with Training: This incorporates full time employment that has training leading to NVQ level 2 or where the employer offers a structured package of good quality training.

Other Employment: This includes part time, temporary and fulltime work. Some job-related training may be offered but this does not meet the requirements in the category above.

Other Training: This includes training recorded in the NCCIS dataset.

Education/Employment/Training combination

92. If the employment and training participation does not meet the full 5 months sustained participation criteria, but the criteria would be met if combined with educational participation and participates for 6 months, then the young person can be included in the 'education/employment/training combination' reporting line.

Destination not sustained

93. This includes young people whose records show that for the majority of the 6 month period the student was participating in either an education or employment/training destination but did not have continuous participation October to March. Even if the young person also had some record of NEET during this time they would be captured in this line, as it is primarily capturing those with young people just missing out on sustained participation.

Destination not sustained /Recorded NEET

94. Young people captured in 'Destination not sustained/Recorded NEET' are those who were recorded as having education or employment/training participation in the year September to August, but did not have continuous participation from October to March, and had more than 2 months reported NEET between October to March. It also includes young people who have no activity recorded except for an indication of being NEET in the year.

Activity not captured in the data

95. This line reports the proportion of young people that were in the cohort but were not found in our source datasets. It also covers young people who registered at an institution but did not attend any learning activity.

96. 'Activity not captured in the data' covers young people who have not been found in an education dataset or have not been recorded in the NCCIS as being in employment or NEET. A young person may not appear in the data because the young person is attending an independent school not captured in our data, a Scottish or Welsh college or school, they have left the country, are in custody or their whereabouts are not known.

Recorded as UCAS acceptance for deferred entry into HE (including 'gap year')

97. This is an estimate of young people 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 young people may enter HE that year through other routes, including applying in another UCAS application cycle.


98. Deferred acceptances are not reported as a distinct destination so could also be included in the 'Destination not sustained', 'Destination not sustained/Recorded NEET' and 'Activity not captured in data' reporting lines.
99. Young people are only captured in this reporting line if they are not present in any other data source. So, for example, if a young person has accepted a deferred offer but is recorded in the NCCIS as being in employment, they will only be reported in the 'employment' reporting line.

Other Reporting Issues

Comparisons with previous year

100. Some of the differences between 2010/11 and 2011/12 destinations may be attributable to the tightening of methodology or the improvements in data matching, so comparisons across years must be treated with caution.

School Sixth Form Consortia/Feeders

101. Schools can engage in consortium arrangements for sixth form provision. Some schools report at school level and some report at consortia level. Where they report at consortia level it is necessary to remove all but one of the feeder schools, when aggregating up to Local Authority and national level, to avoid double counting. All feeder schools are identified with a 
102. Overall consortia results are reported as a separate line at school level under the heading Sixth form centre/consortia. Overall consortia results are reported as a separate line at school level under the heading Sixth form centre/consortia. The exceptions are Harris Federation Post-16 and Cambridge Heath sixth form consortia where only aggregated results are reported at institution level and not individual feeder schools. In the local authority tables, Harris consortia is included under one LA, 306 (Croydon).
103. For UCAS data on accepted deferred offers, we have published figures on the feeders and the overall consortia figure.

Characteristics data

104. For KS4, gender, ethnicity, and pupils eligible for and claiming free school meals were captured at year 11 from the NPD. Special educational needs (SEN) were captured at year 11 from the NPD and Census.
105. For KS5, gender was captured at year 13 from the NPD, which includes data from Census (schools), the ILR (colleges) and awarding

body data (independent schools). The ILR does not collect information on ethnicity, so these data were taken from the Census; year 11 Census data were used for students in Colleges in KS5, whilst year 13 Census data were used for young people in school at KS5. Pupils eligible for and claiming free school meals is only relevant up to year 11; Free school meals data for KS5 students were therefore captured from Census and NPD data and were identified if they were claiming at any time in year 11.

Ethnicity

106. The major ethnicity groups are comprised as follows:

- White – White British, White Irish, Traveller of Irish Heritage, Gypsy/Roma, Any other white background
- Mixed – White and Black Caribbean, White and Black African, White and Asian, any other mixed background
- Asian – Indian, Pakistani, Bangladeshi, any other Asian background
- Black – Black Caribbean, Black African, any other black background
- 'Other' ethnic group – Chinese and any other ethnic group not included above
- Unclassified – Refused or Information not yet obtained

Special Educational Needs

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

- School action is where a school provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. It will include support from within the school, including for example different learning materials, special equipment, group and individual support or additional staff time.
- School action plus is where a child continues to make little or no progress over a long period and involves the use of external support services from the local authority or outside agencies.
- Pupils with a Statement are those who have received a statutory assessment from the local authority and has a statement of special educational needs maintained by the local authority.

KS5 Pupils with SEN and Learners with LDD

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

109. SEN indicators were therefore taken from the 2010/11 School census at KS5 and LDD indicators were taken from 2010/11 ILR. Learners were included if they had an indicator at any point during the year. As SEN is only applicable for young people in schools and LDD is only applicable for

colleges, the institution level information is presented in separate tables for schools and colleges.

General

Suppression

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

111. *In all tables:*

- Any institution with fewer than 6 pupils in their 2010/11 cohort has had all of their data suppressed; the figures have been replaced with a 'x'. Schools with no pupils in the cohort are shown with a '.'.
- For the main tables, any figure lower than 3 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').
- For the characteristic tables, any figure lower than 6 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').

112. *At national, LA, Regional and Parliamentary Constituency level:*

- All numbers have been rounded to the nearest 10

113. *At institution level:*

- Totals have been rounded to the nearest 10, with values of 3 and 4 left unchanged to avoid rounding to zero. This has been applied to:
 - 'number of students',
 - 'overall sustained education or employment /training destination'
 - 'sustained education destination' and
 - 'UK Higher Education Institution' for KS5
- All other destination breakdowns have been rounded to the nearest 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 '*'. Note that this is the only column where a zero has been suppressed. Some values have been suppressed due to possible disclosure by totalling values elsewhere.

114. These rules are also applied to the percentages tables, so that numerators of less than 3 are suppressed in the main tables and numerators of less than 6 are suppressed in the characteristics tables. Percentages are calculated using the raw data and are not rounded.

Symbols used in the publication

115. 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

Experimental Statistics

116. The statistics are published as "experimental statistics" and do not display the National Statistics Logo, as data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. The figures should be treated with caution as this is the first year for which data on independent schools, special schools and alternative provision have been produced. As improvements are made to the methodology of the measure, the data will be judged to establish whether the statistics meet the quality standards to be published as National Statistics in future years.

BIS Widening Participation Measure

117. The Department for Business, Innovation and Skills (BIS) publish the following measures looking at widening participation:

- 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)

118. There are some key differences between these measures and the DfE destination measures. First, the DfE 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 BIS measure only considers those who progress to HE.

119. In addition, the DfE 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 BIS Measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.

Comparisons with the BIS free school meals measure

120. The BIS measure covers pupils aged 15 in state-funded schools, by free school meal status at age 15, who entered HE by age 19. The DfE KS5 destination measure looks at young people in the October to March

after taking A level or other level 3 qualifications.

Comparisons with the BIS most selective HEI measure

121. The DfE measure includes those entered for A level or other level 3 qualifications aged 16-18, whilst the BIS measure includes those who studied at least 1 A Level at academic age 17.

122. The BIS Widening Participation Measures are published at <https://www.gov.uk/government/publications/widening-participation-in-higher-education-2013>

BIS FE Choices learner destination measures

123. BIS publish the FE Choices learner destination measures. This covers the destinations of students in FE colleges, including sixth form colleges, apprenticeships and work based learning providers, but not school sixth forms. It covers all adult learners, but for 16-18 year olds, it covers those who completed apprenticeships only.

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

125. Also, FE Choices uses a different methodology to derive the employment destinations figures by using a survey, rather than the NCCIS used by DfE. The FE Choices Learner Destinations Survey employment rate measures the proportion of learners who in the year following completion of learning have either entered into sustained employment (including self-employment) or improved their position in their existing job, where they consider these outcomes wouldn't have occurred without the learning. The DfE measure includes all young people who were recorded on the NCCIS as having been in employment and/or training for at least 5 months between October and March, the year after taking A level or other level 3 qualifications. Finally, FE Choices does not apply 'sustained education' criteria to its learner destination measures.

126. The FE choices learner destination measures are published at <http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

DfE Participation in Education, Training and Employment SFR

127. The most recent statistical first release (SFR) on Participation in Education, Training and Employment was revised by the Department for Education (DfE) on 25th June 2014, including data up to end 2013, and can be found at: <https://www.gov.uk/government/publications/participation->

[in-education-training-and-employment-by-16-to-18-year-olds-in-england-end-2011.](#)

128. This SFR provides provisional 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.
129. Destination measures include students who are in sustained education, employment or training, defined to be the two terms after KS4 or taking A levels or other level 3 qualification. There are also separate figures showing students who did not fulfil the participation criteria. The first, 'destination not sustained', includes students who were participating in either an education or employment/training destination but did not have continuous attendance from October to March. The second category 'destination not sustained/recorded NEET' mainly includes those who did not have continuous participation and had more than 2 months NEET.
130. Any differences between the destination measures and the Participation SFR can be expected for two main reasons:
- (i) The destination measures are based on a sustained destination over 6 months (October-March), whereas the Participation SFR just requires participation at a point in time, or snapshot, around the end of the calendar year. As the destination measures' requirement is for sustained participation, with all other things being equal, this will result in lower numbers of young people being counted as being in an education or employment/training destination as they need to be participating for at least 6 months.
 - (ii) The Participation SFR covers a different cohort of young people. For academic age 16 year olds it includes the education destinations of the entire cohort of academic age 16 year olds in England. The destination measure in this SFR, however, defines the cohort of young people based on what stage of education they were at in the previous year. In particular, the key stage 4 figures show the education destinations of young people who completed key stage 4 in the previous year; hence it's the 2010/11 KS4 cohort and their education destinations in 2011/12. For the most part the vast majority of the key stage 4 cohort were in fact in year 11 at school, and of academic age 15, in 2010/11. For this reason there will be a very strong overlap between the key stage 4 education destinations statistics and the Participation SFR statistics for academic age 16 year olds at end 2011. However, a further difference is that the destination measures only consider the destinations of those in state-funded schools. The outcomes of all academic age 16 year olds are included in the Participation SFR statistics.
131. The key stage 5 cohort for destination measures is defined as young people who entered A level or other level 3 qualification, in state-funded schools and colleges, at academic age 16-18 (2010/11 in this SFR). It

shows their destinations the following year, when aged 17-19. The Participation SFR does not include statistics for 19 year olds, and describes the education outcomes for all academic age 16-18 year olds in England, irrespective of what they were doing, or where they were in the previous year. As such the KS5 statistics in the destinations measure and the age 16-18 statistics in the Participation SFR are not directly comparable.

Annex 1: Top Third most selective institutions, calculated according to mean UCAS A level tariff score of entrants, 2011/12

Aston University
Cardiff University
Central School of Speech and Drama
City University
Courtauld Institute of Art
Glasgow School of Art
Goldsmiths College
Guildhall School of Music & Drama
Heythrop College
Imperial College of Science, Technology
& Medicine
Kings College London
London School of Economics and
Political Science
Loughborough University
Queen Mary and Westfield College
Queens University of Belfast
Royal Academy of Music
Royal College of Music
Royal Holloway and Bedford New
College
Royal Scottish Academy of Music and
Drama
Royal Veterinary College
School of Oriental and African Studies
School of Pharmacy
St Georges Hospital Medical School
University College London
University of Aberdeen
University of Bath
University of Birmingham
University of Bristol
University of Cambridge
University of Durham
University of East Anglia
University of Edinburgh
University of Exeter
University of Glasgow
University of Kent
University of Lancaster
University of Leeds

University of Leicester
University of Liverpool
University of Manchester
University of Newcastle-upon-Tyne
University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of St Andrews
University of Strathclyde
University of Surrey
University of Sussex
University of Warwick
University of York

Russell Group

University of Birmingham
University of Bristol
University of Cambridge
University of Durham
University of Exeter
University of Leeds
University of Liverpool
Imperial College of Science, Technology &
Medicine
Kings College London
London School of Economics and Political
Science
Queen Mary and Westfield College
University College London
University of Newcastle-upon-Tyne
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton
University of Warwick
University of York
University of Edinburgh
University of Glasgow
Cardiff University
Queens University of Belfast
University of Manchester

University of Birmingham

University of Bristol
University of Cambridge
Cardiff University
University of Durham
University of Edinburgh
University of Exeter
University of Glasgow
Imperial College London
King's College London
University of Leeds
University of Liverpool
London School of Economics and Political
Science
University of Manchester
Newcastle University
University of Nottingham
University of Oxford
Queen Mary University of London
Queens University of Belfast
University of Sheffield
University of Southampton
University College London
University of Warwick
University of York

Annex 2: NCCIS codes

| FLAG | CODE | ACTIVITY |
|---------|---|--|
| Y11 | 110 | Registeredataschoolorothereducationalestablishment |
| | 120 | Educatedathome |
| | 130 | InaCustodialSentence |
| | 140 | Notregisteredatschooloreducationalestablishment |
| | 150 | CurrentSituationnotknown |
| EDUC | 210 | SchoolSixthForm |
| | 220 | SixthFormCollege |
| | 230 | FurtherEducation |
| | 240 | HigherEducation |
| | 250 | ParttimeEducation |
| | 270 | Othereducation |
| GAP | 260 | GapYearstudents |
| EMPLOY | 310 | Apprenticeships |
| | 320 | EmploymentwithtrainingtoNVQ2orabove |
| | 330 | EmploymentwithouttrainingtoNVQ2 |
| | 340 | Employmentwithlocallyrecognisedtraining |
| | 350 | Temporaryemployment |
| | 360 | PartTimeEmployment |
| TRAIN | 410 | YPLA funded training (E2E) |
| | 420 | Other LSC funded training (maps to 410 in later versions) |
| | 430 | Other training (egg, LA, VCS or ESF funded provision) |
| | 440 | Training delivered through the Work Programme |
| NEET | 510 | Personal Development Opportunity in receipt of allowance or wage |
| | 520 | other Personal Development Opportunities |
| | 530 | Full time voluntary work |
| | 610 | Those not yet ready for work or learning |
| | 611 | Those awaiting an E2E place |
| | 612 | Those requiring sub level 2 training provision – place not available |
| | 613 | Those requiring level 2 training provision – place not available |
| | 614 | Those requiring level 3+ training provision – place not available |
| | 616 | Start Date agreed (education/employment or training) |
| | 617 | New Deal Gateway/New JSA Stage 3 Regime |
| | 619 | Seeking employment, education or training |
| | 620 | Not available to labour market Young carers |
| | 630 | Not available to labour market Teenage parents |
| | 640 | Not available to labour market Illness |
| | 650 | Not available to labour market Pregnancy |
| 660 | Not available to labour market on religious grounds | |
| 670 | Not available to labour market those who are currently unlikely to be economically active | |
| 680 | Not available to labour market Other reason | |
| CUSTREF | 710 | Custody |
| | 720 | Refugees/Asylum seekers who have not yet been granted citizenship |
| UNKNOWN | 810 | Current situation not known |
| | 820 | Cannot Be Contacted |
| | 830 | Refused to disclose activity |

Annex 3: Double counting

Mismatching

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

ILR and SC or HESA double counts: Unfunded students

133. A number of young people appeared in the ILR data and other data sources simultaneously. Some of these were identified as being unfunded by the then Learning Skills Council (LSC) and were removed from the ILR source data. In addition, some students were being funded from a different source to where they undertake their main participation. These records were removed from the ILR data and reported as participating at the institution which was funding them.

SC and ILR or HESA double counts: Subsidiary pupils

134. A number of young people appeared in the SC data and other data sources simultaneously and were identified as having an enrolment status of ‘Subsidiary’ within the SC. This covers young people who are registered and carrying out their learning in one institution but complete some subsidiary learning in another. The records with the subsidiary learning were removed from the SC source data and the pupil was reported as participating in their ‘main’ institution.

ILR and SC double counts: Minor aims

135. Having eliminated double counts as detailed above, some young people appeared in the ILR and SC datasets simultaneously. To deal with this, young people were allocated to the destination in which they carried out the majority of their study. Records with the minor aims were removed from the relevant dataset. This does not remove double counts entirely.

HESA and ILR or SC double counts: Learning aims

136. Double counts also appeared simultaneously in the HESA and the ILR or SC data. These double counts were removed from the ILR or SC as it was decided to remove the lower level of aims; the majority of aims in the ILR or SC were at level 3 and above, whilst the majority of aims in the HESA database were HE aims at level 4 and above.
137. Some students were shown as double counts in the HESA and ILR or SC but the HE Course Aim reference indicated that the HE record was for a modular element supplied to the school or college by HEIs such as the Young Applicants in Schools Scheme (YASS) run by the Open University and other HEIs participating in Higher Education Modules in Schools (HEMiS). In these instances the student was not allocated to the HEI but was recorded as a destination in the ILR or SC.

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

138. Young people were identified as being simultaneously in independent schools, via the awarding body data, and the ILR. If the ILR indicated that the student was being funded by the LSC, the student was allocated to the college. Otherwise the student was allocated to the independent school.
139. Where young people were identified as being in both an independent school and a state-funded mainstream school, the young person was allocated to the independent school if the (state-funded) school census recorded the pupil as having an enrolment status of "Subsidiary". Otherwise the young person was allocated to the state-funded school.
140. For young people identified as being in an independent school (via awarding body data) and college (via the ILR) or school (via the School Census), the young person was allocated according to where the majority of aims were completed, if they had not been allocated according to the rules above.

Special schools and ILR, school cCensus or awarding body data

141. Young people were identified as being simultaneously in colleges and special schools. If the ILR indicated that the student was being funded by the LSC, the student was allocated to the college. Otherwise the young person was allocated to the special school.
142. Where young people were identified as being in both a special school and a mainstream school, the pupil was allocated to the special school if the mainstream school census recorded the pupil as having an enrolment

status of “Subsidiary”. Otherwise the young person was allocated to the mainstream school.

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

SPIs and ILR, school census or awarding body data

144. Young people were identified as being simultaneously in SPIs and colleges. If the ILR indicated that the student was being funded by the LSC, the student was allocated to the college. Otherwise the young person was allocated to the SPI.

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

146. For young people identified as being in an SPI and a special school, the young person was allocated to the SPI if the special school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the young person was allocated to the special school.

Alternative provision/pupil referral unit

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

Remaining double counts

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



Department
for Education

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