



Department
for Education

16 to 18 destination measures (revised)

**Guidance and technical note for 2019
performance tables**

January 2020

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Summary

About this guidance

This is to assist in understanding the 16 to 18 destination measures data published in the 2019 school and college performance tables.

Expiry date

This guidance will be updated in January 2021 when the revised 2020 performance tables are published.

Main points

This guidance explains

- the purpose of destination measures
- where data is sourced
- how the measures are calculated
- which schools and colleges have destinations reported
- the categories of destinations reported
- additional technical details

Background information

What are destination measures?

Destination measures are a headline accountability measure and show the percentage of students continuing to a sustained education, apprenticeship or employment destination in the year after they reached the end of 16 to 18 study. Additional data shows whether pupils were in education, apprenticeships or employment, did not stay in education or employment for at least two terms, or whether activity was not captured in the data.

In 2019 we introduced a new measure, “Progression to higher education or training”, to complement the existing 16 to 18 destinations measure. It reports on students who progress from level 3 study (such as A levels or equivalent) to sustained higher education or training within two years of leaving 16 to 18 study.

Why we publish destination measures

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 pupils receive the support needed to prepare for and complete the transition on to education, training or employment that offers good long term prospects.

Changes to destination measures

A new measure now complements the existing 16 to 18 destinations measure. It shows the proportion of level 3 students who progressed to sustained higher education or training (such as degrees, higher or degree-level apprenticeships, and further study at levels 4 and 5) within two years of completing 16 to 18 study. A value-added score compares the outcomes of the institution’s level 3 cohort with the outcomes of similar students nationwide, i.e. those with similar prior attainment at GCSE and studying the same qualification types.

The standard 16 to 18 measure now shows a wider group of students than in previous years. Where previously the measure only included students of approved level 3 qualifications, we have extended it to include students studying qualifications at level 3, level 2, level 1, entry level and other qualifications. The 16 to 18 cohort has also been expanded to include those students that were not attending their institution in the year in which they reached the end of 16 to 18 study. To determine the destinations of these students we consider their activity in the year following their most recent attendance at the institution, rather than the year following their official 16 to 18 study period.

Understanding destination measures

Publication

The 16 to 18 student destination measures were published on the [performance tables website](#) on 23 January 2020 as revised data. Provisional 16 to 18 data was not previously published on the school and college performance tables. Provisional data was published in October 2019 as part of a separate statistical publication on the [gov.uk website](#).

Data sources

Data from the national pupil database (NPD) are used to calculate education destinations. The national pupil database links pupil and student characteristics (e.g. age, gender, and ethnicity) to school and college learning aims and attainment information for children in schools in England.

Five administrative data sources used in compiling the national pupil database have been used to determine pupils' education destinations:

- individualised learner record (ILR) covering English further education providers and specialist post-16 institutions
- school census covering English schools
- awarding body data
- alternative provision census
- Higher Education Statistics Authority (HESA) data covering UK universities and other higher education institutions (including alternative providers)

Employment data and out-of-work benefit data have been linked to the national pupil database to form the longitudinal education outcomes (LEO) dataset. LEO data is used to calculate employment destinations.

Two administrative datasets are used as follows

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

Student destinations after 16 to 18 (2017 leavers)

Cohort

The 16 to 18 cohort consists of students who were aged 16, 17 or 18, had entered level 3, level 2, level 1, entry level or other qualifications, and were considered to have reached the end of 16 to 18 study in the 2016-17 academic year.

The 2016-17 cohort reported for an institution in the destination measures in 2020 generally includes the same pupils who were reported against that school or college for attainment and progress measures in the published 2017 performance tables for 16 to 18 phase of study.

Institution types

Destinations are reported for students completing 16 to 18 study at state-funded mainstream schools and colleges. The national and local authority totals in the performance tables website include state-funded mainstream schools and colleges only. Destinations are not reported in the performance tables for independent schools or special schools (including maintained, non-maintained and independent special schools).

Schools and colleges with destinations reported

The 2019 performance tables include information on schools which were open during the 2017-18 academic year and which had pupils at the end of 16 to 18 study in this academic year.

Because destinations measures are calculated for students who reached the end of 16 to 18 study at the school or college up to two years previously (2016-17) not all providers with attainment results have destination measures reported.

The reference date for open schools is at the start of each academic year, so changes to school and college types, openings and closures between 12 September 2016 and 12 September 2018 affect reporting.

Schools and colleges that have both 2019 attainment results and destinations include:

- providers which have **remained open** throughout the period and have not undergone any changes to school type
- providers which have become a **converter** academy

- providers which have undergone a **merger** (one continuing provider ‘absorbs’ another)

Schools and colleges which have 2019 attainment results but no destinations reported include:

- providers which have **opened** (as entirely new schools or colleges)
- providers which have become a **sponsored** academy
- providers which have formed from an **amalgamation** (two or more providers come together to form a ‘new’ provider)
- providers which **did not have students completing 16 to 18 study** in 2016-17 (this may include schools or colleges which were new in 2016-17)

Information included in the tables

Total number of students included in destination measures (cohort)

This is the total number of students in the 2016-17 [cohort](#). The measure is calculated as a percentage of this base group.

Students staying in education or employment for at least two terms after 16 to 18 study

Students who either stayed in education or went into employment from October to March the following year, or stayed in an apprenticeship for at least 6 months.

Students staying in education for at least two terms after 16 to 18 study

Students finishing 16 to 18 study who stayed in education from October to March the following year, including at UK universities, and further education colleges and other settings in England.

Apprenticeships

Students who started an apprenticeship at any point in the year and continued it for at least 6 months. From October 2018, apprenticeship destinations are reported separately from education and employment.

Students staying in employment for at least two terms after 16 to 18 study

Students finishing 16 to 18 study who were in employment in the UK from October to March the following year.

To count as a sustained destination a student must be recorded as in employment in 5 out of the 6 months between October and March. A one month pause is permitted to allow for those students taking separate periods of temporary employment. Should the one month pause occur in March then the student is required to be in employment in April for the destination to be counted as sustained.

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

This category also includes pupils who have been identified as being self-employed because they completed a self-assessed tax return in the destination year (covering the financial year). This is provided that they did not claim benefits for more than one month in the period from October to March.

Students not staying in education or employment for at least two terms after 16 to 18 study

Students may have been enrolled on a course or in employment for part of this time, but not sustained this activity, or have claimed out-of-work benefits in the year.

Destination unknown

Students finishing 16 to 18 study who had no participation in education or employment found from October to March the following year. Possible reasons for this could be that the young person was:

- not in education, employment or training
- living, working or studying overseas
- attending a Scottish, Welsh or Northern Irish school or further education provider
- undertaking activity other than paid employment or study in the UK
- not successfully matched to a record in our data sources

Progression to higher education or training (2015-16 cohort)

Cohort

The progression measure cohort consists of students who were primarily studying level 3 qualifications (such as A levels, technical levels, applied general qualifications or other) and were considered to have reached the end of 16 to 18 study in the 2015-16 academic year. This is a year behind the standard 16 to 18 destinations measure in order to include the destinations of students that take a gap year or similar before starting further study.

Institution types

Destinations are reported for students completing 16 to 18 study at state-funded mainstream schools and colleges. Only students at state-funded mainstream schools and colleges are included in the cohort for determining the value-added progression scores.

Because destinations are determined for pupils who reached the end of 16 to 18 study at the school or college up to three years previously (2015-16) not all providers with attainment results have destination measures reported.

The reference date for open schools is at the start of each academic year, so changes to school and college types, openings and closures between 12 September 2015 and 12 September 2018 affect reporting.

Progression scores and bands

A student is considered to have progressed to a sustained higher education or training destination if they complete a minimum of six consecutive months of activity at level 4 or higher within the two years following their last attendance at a 16 to 18 institution.

Degree, higher-level apprenticeship and further study at levels 4 or 5 destinations are all treated equally.

A progression score is calculated for each student by subtracting the national-average rate of progression of students with similar prior attainment and qualification types from that student's outcome (a 1 if they progress to higher education or training, a 0 otherwise). For example, an A level student in the 9th decile of prior attainment at GCSE might have an 85% probability of progressing to higher education or training according to the national average. If that student does progress then they score $1 - 0.85 = +0.15$. If they do not progress then they score $0 - 0.85 = -0.85$. These individual scores are then aggregated for the school or college and the result multiplied by 100 to convert it into percentage points. Thus a progression score of +12 represents a 12 percentage point

increase on progression to higher education or training when compared to the national average for that school or college's intake of students.

To put these scores into context, each school/college is awarded a band (Well above average, above average, average, below average or well below average) that takes into account the score and the confidence intervals around it.

Information included in the tables

Progression Score

This score tells you the proportion of students from this school or college that go on to degrees, higher apprenticeships or other study at level 4 or above after leaving advanced level qualifications (level 3), taking prior attainment into account. For example, if a school/college has more students go on to higher education or training than other schools with similar-ability intakes then it will receive a positive progression score. For more details, see the [16 to 18 accountability technical guidance](#).

Total number of students

The school or college's total cohort size of students that completed 16 to 18 study in 2015-16 and entered predominantly level 3 qualifications

Students progressing to higher education or training

The proportion of 16-18 students that progressed to degrees, higher apprenticeships or other study at level 4 or above for at least 6 consecutive months in the 2 years after taking advanced level qualifications (level 3) at this school or college.

Higher apprenticeships

A higher apprenticeship is at level 4 or higher and a vocational equivalent to a foundation, bachelor's or post-graduate degree.

Degrees

Degree destinations include any study at level 6 or higher such as bachelor degrees, graduate diplomas, and post-graduate degrees.

of which top third higher education institutions

The top third higher education institutions when ranked by average UCAS tariff score of entrants across their best 3 A levels.

of which Russell group institutions

The Russell Group are 24 research intensive universities, which are all included in the top third by UCAS, tariff score. They include Oxford and Cambridge universities.

of which Oxford or Cambridge

Oxford and Cambridge universities.

Other study at level 4 or 5

Other study at level 4 or 5 destinations include those students studying qualifications such as foundation degrees, Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).

Students that took academic and applied general qualifications

These students predominantly studied applied general qualifications or academic qualifications such as A levels at this school or college. This table shows their rate of progression from these qualifications to any higher education or training after 16-18 (level 3) study.

Students that took technical qualifications

These students predominantly studied technical qualifications such as level 3 diplomas and advanced technical certificates, equivalent to A levels, at this school or college. This table shows their rate of progression from these qualifications to any higher education or training after 16-18 (level 3) study.

Students taking qualifications not included in performance tables

These students studied qualifications that are similar in level to A levels and equivalent technical qualifications, but do not meet the criteria for being included in other 16-18 performance measures. See the 16 to 18 accountability technical guidance opens in a new window and the list of qualifications that count in performance tables opens in a new window for more information.

Suppression of destination data

The Code of Practice for Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. Where appropriate we apply disclosure control to protect confidentiality.

Feedback and further information

Questions, feedback and comments on the destination measures can be sent to destination.measures@education.gov.uk

Destination measures publications

Destination measures are published as a separate statistical publication and include additional data including destinations by student characteristics (gender, free school meals eligibility, special educational needs and ethnicity)

- [Destination measures](#)



Department
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Reference: DfE-00010-2020



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