



Department
for Education

Quality and methodology information

Destination Measures, 2017 to 2018

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1. Introduction to destination measures

What are destination measures?

The headline measure shows the percentage of students staying in education, apprenticeships or employment for at least two terms in the year after completing their phase of study. This year, data is based on students who completed key stage 4 in 2016/17 and their sustained activity in 2017/18, and students identified as having completed their 16 -18 study by 2016/17 and their sustained activity in the year following their last recorded attendance.

Destination measures also show the percentage of students with sustained participation in

- education destinations including schools, further education or sixth-form colleges and higher education institutions (HEI)
- apprenticeships
- employment

and those who did not have sustained participation in education, apprenticeships or employment.

All data in the 2017/18 provisional destinations of key stage 4 and 16-18 (key stage 5) students publication are obtained from matched administrative datasets and require no additional data collection.

Why we publish destination measures

We publish destination measures to

- provide clear and comparable information on the success of schools and colleges in helping their students continue in education, apprenticeships or employment
- encourage institutions to make sure their students receive the support needed to prepare for and take up education, apprenticeships or employment that offers good long-term prospects

Background to the KS4 and 16-18 (KS5) destination measures

KS4 and 16-18 destination measures were published for the first time in 2012 and covered students included in the 2008/09 performance tables and their destinations in 2009/10.

Until the October 2016 provisional publication, all data was released as experimental statistics.

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

Changes included in 2017/18

The following changes have been incorporated into the 2017/18 destination measures methodology since the publication of the 2016/17 revised data in January 2019.

Cohort expanded to students of level 2 qualifications and below

In 2018, destinations were only reported for students of approved level 3 qualifications (such as A levels, applied general qualifications and tech levels). In October 2019 we have extended the destination measures cohort to include all qualifications at level 3, level 2, level 1, entry level and other students.

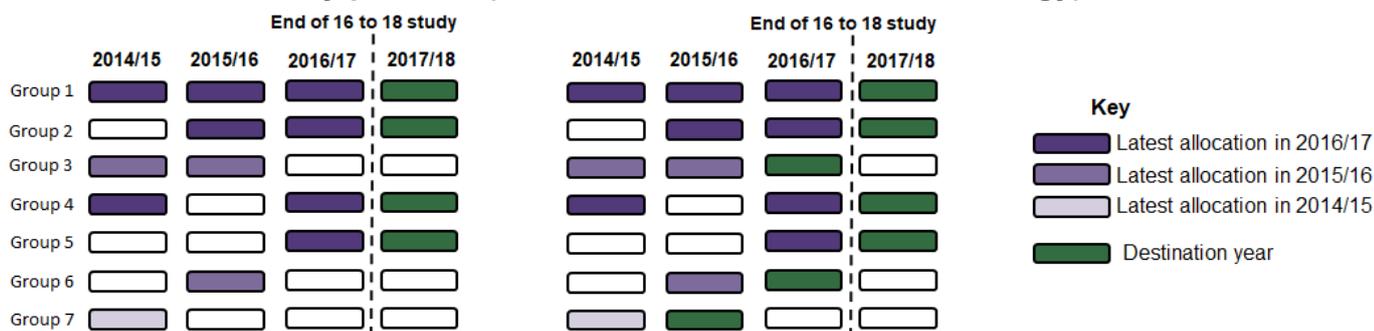
Destination results will be broken down by level so that schools and colleges with a high proportion of level 2 and below students are not unfairly compared against those that primarily cater to level 3 students. Where a student has studied a mixture of qualification types at their allocated institution the level they are reported against will be determined by the size of the exams they have entered at each level. Qualifications not included in the performance tables are however only taken into account when the size of approved qualifications for that student totals to less than half an A level (at level 3) or one GCSE (at level 2). In the event of a tie, the higher level is chosen.

Flexible destination year methodology

In 2018, destinations were only reported for students who were allocated to their school or college in the same year as which they were deemed to have reached the end of 16 to 18 study. This covered 95% of level 3 students. At level 2 and below however a significant proportion (~20%) of the cohort had not been allocated to their final school or college in the year in which they were deemed to have reached the end of 16 to 18 study (for example, by having reached the age of 18 but without having completed qualifications equivalent in size to two A levels). Rather than continue to exclude these students from destination measures on the grounds that their destination year is too far removed from the school or college's influence, they will now be included by adopting a flexible destination year methodology.

The figure below shows the seven possible attendance patterns over the 16 to 18 study period for the 2016/17 cohort that will be reported on in October 2019. Students who were excluded last year from destination measures (those in groups 3, 6 and 7 on the left side of the figure) will this year be included but with the destination activity taken from an earlier year than the majority of the cohort (right hand side of figure). While the destinations reported will no longer all take place in the same year, it allows more students to be included, it more accurately reflects the influence of the school or college in achieving that destination (important for accountability purposes), and it measures the destinations at a more meaningful point in time than if 2017/18 was uniformly used for all students.

Chart 1: 16 to 18 study patterns (non-flexible and flexible methodology)



Further education destination level breakdown

The further education destination will now feature a breakdown showing the level studied in the destination year. This is in order to recognise and encourage progression to higher level study.

Higher education destination breakdowns

Additional HE destination breakdowns (Top third, Russell Group, Oxbridge) are no longer included in the 16-18 destination measures as they are now captured in the ‘Progression to higher education or training’ measure. Similarly, data on deferred HE entries from Universities & Colleges Admissions Service (UCAS) is no longer incorporated into destination measures publications as university entrants after gap years are now captured within the methodology of the ‘Progression to higher education or training’ measure.

2. Constructing the measure

Identifying the Cohort

This publication reports on students who completed key stage 4 in the 2016/17 academic year and identifies their education, apprenticeship or employment destinations in the 2017/18 academic year. For inclusion in the 16-18 cohort, students are identified as having completed their 16-18 study by 2016/17 and their destination activity is counted in the year following their last recorded year of attendance.

The base cohort includes students in English schools, colleges, and alternative provision. The coverage of destinations is explained in the ‘Data sources’ section below.

The KS4 students included for each institution align with the cohort count published in the performance tables in 2016/17. For 16-18, the flexible year methodology means the cohorts may not necessarily align with the 2016/17 cohorts published in the performance tables.

A student is included in the school/college figure if they have been flagged in the data as being included in the school/college ‘number on roll’. Even if the student is included in

more than one school/college, they should only appear once in the LA total and once in the national total.

For further detail, please see the 2016 performance tables.

Key stage 4 cohort

The 2016/17 cohort is obtained from the published performance tables (PT) where pupils are identified as being at the end of KS4. In the majority of schools, pupils in year 11 in the 2016/17 school year were at the end of KS4, but some may have completed this key stage in an earlier or later year group.

The cohort is from state-funded mainstream schools, state-funded and non-maintained special schools and alternative provision as follows:

Mainstream

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

Special

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

Alternative provision

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

Independent schools

Independent mainstream and independent special schools are not included in the KS4 publication.

Pupils repeating year 11

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

16-18 cohort

The 2016/17 destination measure cohort consists of young people who reached the end of study in the 2016/17 academic year and has been expanded to include not just students of approved level 3 qualifications (A levels, applied general qualifications and tech levels) but all level 3, level 2, level 1 and entry level qualifications. There is also a small number for whom a level could not be determined.

Students were reported as having reached the end of 16 to 18 study in 2016/17 by means of satisfying one of three criteria:

- i) having been allocated to the same provider for two years
- ii) having been entered for at least two qualifications the size of an A level or one qualification the size of two A levels
- iii) having reached the age of 18 and having not been previously reported in the performance tables

Students studying a mixture of qualifications will have their destination reported once against a single qualification type. This will be an approved qualification if any were taken, and then decided by the size of the qualifications taken, with a higher level chosen in the event of a tie.

Previously students that were deemed to have completed 16 to 18 study in the cohort year but had last been allocated to their institution in a previous year were not in scope. This year they are in scope, with the destination year chosen to follow immediately their most recent allocation. For example, a student that was last on roll at an institution in 2015/16 but did not spend two years at the institution or complete qualifications equivalent in size to two A levels might be deemed to be at the end of 16 to 18 study in 2016/17 (when they reach the age of 18). This student will now be included in the 2016/17 cohort, but unlike most of the cohort (who have their destination activity recorded in 2017/18), this student will have activity during 2016/17 considered for their destination

The destination measures 16-18 cohort is for state-funded mainstream schools, independent schools, maintained, non-maintained and independent special schools plus sixth-form colleges, other further education (FE) colleges and other FE providers.

16-18 special schools

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

Duplicate pupils within the base cohort

Duplicate students are students who appear more than once in the cohort in the national pupil database (NPD).

The NPD is a pupil level database, which matches pupil and school characteristic data to pupil level attainment. A pupil may appear more than once in the NPD resulting, for example, from a change of school or college, or dual registration. These records are valid and in 2016/17 destination measure base cohorts had around 37 duplicates at KS4 and 0 at 16-18.

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

Education destinations: data sources and definitions

The national pupil database

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

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

The matching of these databases was undertaken at individual level using personal characteristics such as name, date of birth and postcode.

Deferred HE offers (including 'gap year' students)

Data on deferred HE entries from Universities & Colleges Admissions Service (UCAS) is no longer incorporated into 16-18 destination measures as university entrants after gap years are now captured in the 'Progression to higher education or training' measure.

Calculation of sustained participation in education destinations

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

Sustained participation is defined to be between October 2017 and March 2018 in the 2017/18 academic year, as this addresses change at the start of the academic year, where students may switch courses or start later. It is also the measurement period that is closest to the point at which the student left their former school or college, so is the period over which the institution has most influence. Sustained participation was mainly calculated using recorded start and end dates for their participation within each of the relevant datasets.

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

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

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

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

Calculation of sustained participation in awarding body data

For participation in independent schools, the awarding body data has information on which season the pupil sat their exam/s and this has been used to provide an indication of participation. For example, if a pupil sat an exam in winter 2017, it can be surmised the pupil had three months' participation. If the pupil sat an exam in summer 2018, it has been assumed the pupil fulfilled the full six months' participation from October 2017 to March 2018.

Calculation of sustained participation in alternative provision (AP)

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

Calculation of sustained participation in specialist post-16 institutions (SPI)

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

Participation with different providers: 'Education combination' line

Students who have completed the required six months but with two different providers, (for example two months in a school sixth form followed by four months in a FE college) were included in the measures, reported in the 'other education' line as an 'education combination'. The two blocks can be of unequal length but they must completely cover the 6-month participation period. One of the blocks can be participation in an apprenticeship.

Apprenticeship destinations: data sources and definitions

The national pupil database

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

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

Calculation of sustained participation in apprenticeships

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

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

Sustained participation is defined to be any consecutive 6 months participation in an ILR recorded apprenticeship between August 2017 and July 2018. Sustained participation was calculated using recorded start and end dates for their participation against recorded, recognised apprenticeship activity.

Apprenticeship levels

Apprenticeships may be:

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

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

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

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

Comparisons with earlier years

For destinations in 2016/17 and onwards, a new methodology was used to count apprenticeships. Care should be exercised when making comparisons with earlier published data. To permit worthwhile comparisons between years, the new apprenticeship methodology has been applied to destinations data from previous years to create an updated back series and is available in the current, published underlying data.

Employment: data sources and definitions

Longitudinal education outcomes data

The Longitudinal Educational Outcomes (LEO) dataset extends the national pupil database by linking employment, earnings and benefits data from other government departments to education data at an individual level. It is used to calculate employment destinations and to identify students with no sustained destination who are claiming out-of-work benefits. The administrative datasets used are as follows:

- P45 and self-employment data from Her Majesty's Revenue and Customs (HMRC)
- out-of-work benefit data from the Department for Work and Pensions (DWP)

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

16-18 destination measures for the years 2010/11 to 2013/14 were updated to include new employment and benefits data from Her Majesty's Revenue and Customs (HMRC) and Department for Work and Pensions (DWP) from the LEO dataset. These revised estimates were published in a series of statistical working papers in August 2016. Time series data for these years, referenced in the statistical publications, are taken from those statistical working papers.

From 2016/17, destinations include self-employment from HMRC self-assessment data. If a student is found in the P45 data and the self-employed data simultaneously, the participation is aggregated to provide a single employment destination in line with the methodology for other destinations.

National Client Caseload Information System (NCCIS) data

The NCCIS is a secure system that takes a data feed directly from the local databases (CCIS) that each English local authority maintains to support their work with students. It records activity of students including employment, training and whether students are considered to be not in education, employment or training (NEET).

From 2016/17 destination measures for 16-18 no longer include data collected by local authorities from the NCCIS dataset. This was no longer required to be collected by local authorities from September 2016 for students aged 18 or over.

Removal of the NCCIS data at 16-18 from 2014/15 onwards means there is a small break in the time series data and direct comparison between 2014/15 onwards and previous years should be treated with caution, however the impact on coverage of employment is small, as almost all destinations in the source are also available through LEO.

NCCIS data continues to be used at key stage 4, where it provides additional information on employment, training and NEET students not captured in LEO data. Students captured through 'training' or 'employment with training' codes in NCCIS are included as for employment activity.

Calculation of sustained participation in employment

Employment participation is counted providing the student had been in work (or training) at any time during that month, and regardless of hours worked. Sustained participation for employment was counted if there was some participation in at least 5 of the 6 months. This is different to the 6 months used in the education methodology, as explained below.

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

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

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

Incorporating NCCIS employment and training data into the measure

The full list of 2017/18 codes from the NCCIS database are in [Annex 3](#). The following paragraphs explain how they have been included in the key stage 4 measures.

The table below shows which employment and training codes are included in the employment reporting line.

Table 1: NCCIS categories included in the measure

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

Training activity codes 410 relate to EFA funded training, which should be reported in the ILR. If all of the 6 participation months contained these two activity codes, this training was reported from the ILR. This form of training could be permitted along with other employment or training codes to form part of a sustained period of employment. Apprenticeships (code 310) should also be captured through the ILR, rather than in the NCCIS. Although no longer recorded in the current NCCIS management information guidance, some codes are retained in the above list for legacy purposes.

Education/employment/apprenticeship combinations

Students are allocated to destinations in the order

- Apprenticeships
- Education
- Employment

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

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

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

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

Additional information

Destination not sustained

Students whose records show that they did not have continuous participation in employment or education in the 6-month period from October to March but for whom we have some activity captured in our data. It primarily captures those students just missing out on sustained participation. A student would be included in this reporting line if:

- they had participated in education, employment or an apprenticeship during the academic year but did not complete the required six months' participation. This could include periods of being reported NEET by their local authority, or if they were known to be claiming out-of-work benefits at some time during the destination year.
- they had no participation recorded and were recorded as NEET by their local authority, or were known to be claiming out-of-work benefits at some time during the destination year.

No activity captured in the data

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

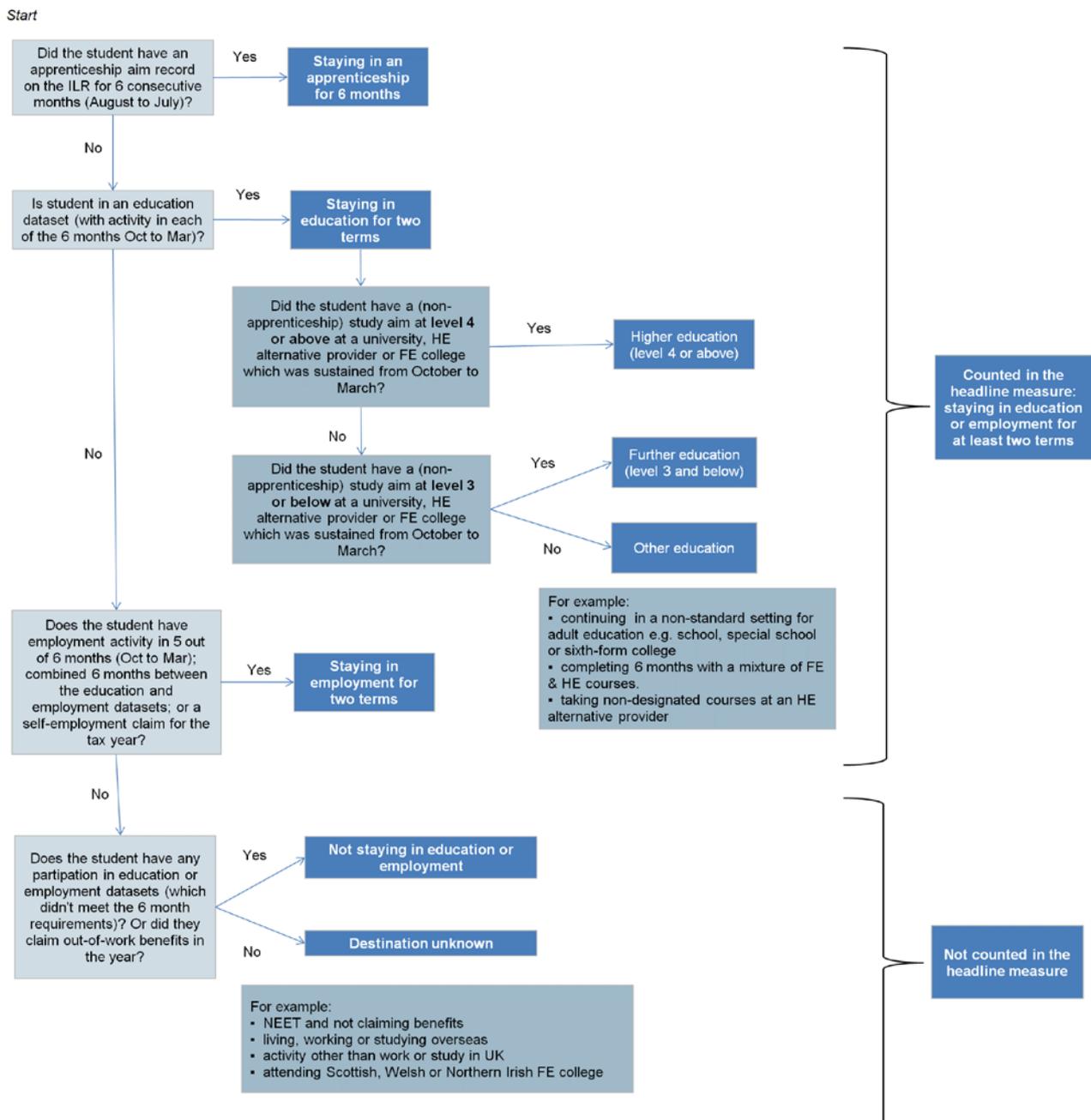
- they are identified in the Department for Work and Pensions' Customer Information System as having been issued with a national insurance number, but have no recorded education, employment or training participation in the United Kingdom or benefit claim activity in Great Britain.
- they are missing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

Hierarchy of destinations

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

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

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



Double counting across destinations

A number of pupils have participation in more than one destination (i.e. more than one dataset) simultaneously. A series of rules ensure that a young person is reported in only one destination category. Prior to 2016/17 destinations, a small number of double counts remained across some education destinations. These have now been eliminated by the inclusion of additional destination allocation rules.

Apprenticeships and education

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

Education providers

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

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

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

Time lag

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

Comparisons with previous years

Some of the differences across years may be attributable to the tightening of methodology or the improvements in data matching, so comparisons across years must be treated with caution.

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

- In previous years, the 16-18 cohort only contained students who were entered for approved Level 3 qualifications. In 2017/18, the 16 to 18 cohort has been expanded to include not just students of approved level 3 qualifications (A levels, applied general qualifications and tech levels) but all level 3, level 2, level 1 and entry level qualifications. Previously students who were deemed to have completed 16 to 18 study in the cohort year but had last been allocated to their institution in a previous year were not in scope. This year they are in scope, with the destination year chosen to follow immediately their most recent allocation.

3. Defining the destinations

Destination breakdowns

Table 2: Destination breakdowns reported

Destination	Key stage	Definition
Number of students (cohort)	4,5	This is the total number of students in the 2016/17 cohort and was used to create the denominator for the measure.
Overall going to a sustained education, apprenticeship or employment destination	4,5	Overall going to a sustained education, apprenticeship or employment destination
Total in a sustained education destination	4,5	Students that have gone on to any form of sustained education destination. This contained no double counting.
Further education college and other FE provider	4,5	Students that have gone on to FE colleges or other FE providers, as identified by the ILR to study at level 3 or below. Further education courses at HEIs are also included, identified through HESA records.
Further education level	5	The level of further education study as defined by the learning aims
School sixth form – state funded	4	Pupils that have gone on to school sixth forms to study at level 3 or below. These destinations were identified from school census data.
Sixth-form college	4	Students that have gone on to sixth-form colleges, as identified by the ILR to study at level 3 or below.

Destination	Key stage	Definition
Higher education	5	Students that have gone on to universities or other Higher Education Institutions (HEIs), as identified in HESA data to study at level 4 or above. This includes designated courses at higher education alternative providers (HEAPs) from 2016/17. Higher education courses at FE providers are also included, identified through ILR.
Other education destinations	4,5	Includes categories below:
<i>Independent school</i>	4,5	Pupils that have gone on to independent schools. These destinations were identified from awarding body data.
<i>Alternative provision</i>	4	Data on pupils in state place funded AP includes those who have their primary registration at a pupil referral unit (PRU), AP academy, AP free school or hospital school. Data on children in other alternative provision includes education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school Attendance via AP for a period in the first five months of the academic year was used as a proxy for sustained participation.
<i>Special schools</i>	4	Pupils that have gone on to state-funded, non-maintained or independent special schools. State-funded special includes local authority maintained schools, free schools and academies.
<i>Specialist post-16 institutions</i>	4	Students that have gone on to specialist post-16 institutions. These destinations are identified from Individualised Learner Record (ILR) data.
<i>Sustained education combination</i>	4,5	Students could be identified as completing a first period of learning at one type of institution then moving to another type of institution to continue their learning. Providing they fulfilled the sustained participation criteria across institution types, they were counted in the measure and reported in this line. This is different from the double counts where students were attending a school and a college at the same time, with an equal number of learning aims at both, over the six-month period. This combination line does include apprenticeships but does not include AP, as sustained participation information was not available here; it was only known if they attended for a period in the first five months of the academic year.
<i>UK higher education (HE) institution</i>	4	Students that have gone on to any HE institution (HEI) in the UK or HE alternative provider in England.

Destination	Key stage	Definition
		Due to the very small numbers reported in the HEI line for KS4, it was not possible to show further breakdowns for this cohort.
<i>School sixth form – state funded</i>	5	See key stage 4 for definition.
<i>Sixth-form college</i>	5	See key stage 4 for definition.
<i>Specialist provision</i>	5	Includes special schools and specialist post-16 providers. See key stage 4 for definitions.
<i>Non-designated provision</i>	5	Students undertaking a non-designated course at an HE alternative provider.
Apprenticeships	4,5	Students were counted as being in a sustained apprenticeship if they had 6 consecutive months participation on an ESFA funded apprenticeship at any time during the destination year. They are identified within the ILR data by means of the aim type and programme type in line with other FE analysis.
Apprenticeship level	4,5	The level of apprenticeship as defined by the core learning aim
Sustained employment destination	4,5	Students that have gone on to sustained employment or training (including a combination of education/apprenticeship and employment to meet the sustained definition).
Not recorded as a sustained destination	4,5	This includes pupils who were captured in the destination source data but who failed to meet the sustained participation criteria; it covers students who had participated in education, apprenticeships or employment during the academic year but did not complete the required six months sustained participation or were known to be claiming out-of-work benefits at some time during the destination year. (At key stage 4, this could also include periods of being recorded as NEET by their local authority).

Destination	Key stage	Definition
Activity not captured in the data	4,5	<p>The student was not found to have any participation in education, apprenticeship or employment nor recorded as receiving out-of-work benefits at any point in the year. (At key stage 4, this would also include not being recorded by their Local Authority as NEET).</p> <p>Possible reasons for this could be that the pupil was living, working or studying abroad or was attending a Scottish or Welsh college or school. Some pupils may have an education destination to an independent school that was not identified in the currently available data but may be included in the revised publication.</p> <p>Some students were identified as being DWP/HMRC customers and had been issued with a national insurance number but no employment or benefit data was recorded for them.</p> <p>The remainder of the students (less than 1% of the cohort) were not found in any data. These students may have participation that was not correctly matched to the individual.</p>
Recorded as UCAS acceptance for deferred entry into HE (including 'gap year')	5	<p>Data on deferred HE entries from Universities & Colleges Admissions Service (UCAS) is no longer incorporated into 16-18 destination measures as university entrants after gap years are now captured in the 'Progression to higher education or training' measure.</p>

FE providers

A number of students were identified as attending more than one type of FE institution simultaneously or as attending different types of FE institutions sequentially. To ensure no double counting was introduced and avoid confusion with the education combination reporting line, the following methodology was used to allocate FE institution types:

- Any student identified in more than one FE institution type was allocated to where most of their learning was carried out, according to their learning aims.
- Any student with an equal number of aims at the same level in two different FE institution types was allocated arbitrarily by UKPRN.

In addition, a number of students were identified within the HESA data as being registered for FE level study i.e. they were undertaking FE study within a HEI. These students were also reported in the 'Further education and other FE provider' category.

The FE study level attributed to a student is the highest level studied at the allocated destination institution.

Other HE Providers

A number of students were identified within the ILR data as having higher education (HE) aims i.e. there were students undertaking higher education learning within a further education institution. These students were identified as having HE aims by looking at variables such as HEFCE funding, level 4 aims and an indicator that HE data was collected for this particular aim. If a student was identified and had all HE aims, the student would be counted in the HEI reporting line and included under 'Other HE institutions or providers'.

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

4. Characteristics information

Data sources and timing

Key stage 4

Information on gender, ethnicity, first language, free school meal eligibility and special educational needs is captured at year 11 from the national pupil database (NPD). This is based mainly on information recorded in the January 2017 school census.

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

16-18

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

Information on ethnicity was captured at the latest year available (for example in year 13) for students in schools from the census. The ILR does not collect information on ethnicity. Data on ethnicity in colleges was based on the student's school census record in year 11, where available.

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

Ethnicity

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

Special Educational Needs

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

The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Transferring children and young people with statements to EHC plans will be phased and in 2016/17 (when this cohort completed study), the transfer was completed for KS4 data. In addition, the previous 'School Action' and 'School Action Plus' categories were replaced by 'SEN support'. There are no legacy categories recorded in the KS4 data but some still remain in the 16-18 data.

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

Pupils with special educational needs are currently classified as follows:

SEN category	description
SEN Support	<p>From 2015, the School Action and School Action Plus categories have combined to form one category of SEN support. Extra or different help is given from that provided as part of the school's usual curriculum.</p> <p>The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists.</p> <p>The pupil does not have a statement or education, health and care plan.</p>

SEN category	description
Statement of special educational needs (statement) or Education, Health and Care (EHC) Plan	<p>A pupil has a statement or EHC plan when a formal assessment has been made.</p> <p>A document is in place that sets out the child's need and the extra help they should receive.</p>

16-18 Pupils with SEN and Learners with LDD

Destinations after 16-18 study are shown for students with SEN in schools and learners with learning difficulties and disabilities (LLDD) in colleges. College data is self-identified and records a learning difficulty and /or disability in the individualised learner record (ILR) whilst schools identify students with SEN in the school census.

SEN indicators were taken from the 2016/17 school census at 16-18 and LLDD indicators were taken from 2016/17 ILR. Learners were included if they had an indicator at any point during the year. As SEN is only applicable for students in schools and LLDD is only applicable for colleges, information is presented in separate tables for schools and colleges.

Disadvantaged pupils

We show destinations for disadvantaged pupils and all other pupils.

Disadvantaged pupils are defined as those who were eligible for the [pupil premium](#) when in year 11. In 2016/17, this included pupils who had:

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

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

For the 16-18 cohort, their disadvantage status in year 11 is used. Pupil premium funding was introduced in 2011; however, there have been some minor changes to the rules for eligibility each year, affecting a small number of pupils.

16-18 students who had not attended a state-funded school in England in year 11 (for example because they were in independent schools, in other parts of the UK, or overseas) are not known to be disadvantaged and are included in all other pupils.

5. Prior attainment

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

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

Attainment breakdown	Description
above level 4 (high attainers)	Achieved level 5 or above in all areas. Above the expected standard.
At level 4 (middle attainers)	Achieved level 4 or above in all areas. At the expected standard.
Below level 4 (low attainers)	Achieved level 3 or below in at least one area. Below the expected standard.
no prior attainment recorded	Includes pupils absent on the day or not taking the tests for other reasons; as well as pupils who were in independent schools not taking these assessments; or not in England at age 11. At 16-18, students with no match to a key stage 4 record are included in this group.

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

Pre 2017/18

Attainment breakdown	Description
Achieved A*-C in English & maths GCSEs (level 2)	Achieved A*-C grades in relevant qualifications in both English and maths.
Did not achieve A*-C in English & maths GCSEs	Did not achieve A*-C grades in relevant qualifications in both English and maths. This includes pupils achieving grades D or below in at least one subject and pupils who completed key stage 4 but had no recorded entry to a relevant qualification.
no prior attainment recorded	No prior attainment recorded: at 16-18 this includes students with no match to a key stage 4 record. Students in this group are likely not to have been in schools in England before 16-18 study.

2017/18 onwards

Attainment breakdown	Description
Achieved 9-5 in English & maths GCSEs (level 2)	Achieved 9-5 grades in relevant qualifications in 2017 reformed English and maths GCSEs. Grade 5 in the new grading is a similar level of achievement to a high grade C or low grade B in the old grading. Attainment in English and maths at grade 5 and above was introduced as the headline school accountability measure in 2017, replacing attainment in English and maths at grade C and above.
Did not achieve 9-5 in English & maths GCSEs	Did not achieve 9-5 grades in relevant qualifications in 2017 reformed English and maths GCSEs. This includes pupils achieving grades 4 or below in at least one subject and pupils who completed key stage 4 but had no recorded entry to a relevant qualification.
Achieved 9-4 in English & maths GCSEs (level 2)	Achieved 9-4 grades in relevant qualifications in 2017 reformed English and maths GCSEs. We continue to show this measure for transparency and comparability with results that precede the 2017 GCSE reform.
Did not achieve 9-4 in English & maths GCSEs	Did not achieve 9-4 grades in relevant qualifications in 2017 reformed English and maths GCSEs. This includes pupils achieving grades 3 or below in at least one subject and pupils who completed key stage 4 but had no recorded entry to a relevant qualification.
no prior attainment recorded	No prior attainment recorded: at 16-18 study this includes students with no match to a key stage 4 record. Students in this group are likely not to have been in schools in England before 16-18 study.

6. Geographic information

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

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

Where pupils and institutions are recorded

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

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

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

16-18 tables by key stage 4 school location

This table shows students who have completed 16-18 study, but students are reported in the local authority district (LAD) in which their key stage 4 school was located (where applicable).

Many students travel greater distances during 16-18 study to attend institutions (such as large further education colleges) that may be in a different area to where they have completed most of their education. In some LADs there is limited post-16 provision and all or the majority of students travel outside the areas to study.

Opportunity areas

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

The 12 areas are:

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

At 16-18, these are shown by the students' key stage 4 school location.

7. Other Reporting Information

School Sixth Form Consortia/Feeders

Schools can engage in consortium arrangements for sixth form provision. Some schools report at school level and some report at consortia level

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

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

Selective institutions

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

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

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

8. Data Quality and coverage

NPD matching

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

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

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

Fewer overseas students in higher education in the UK were matched to school and college records in the 2017/18 national pupil database compared to previous years. This is due to a methodological change in how we match records. The overall impact of this change is very small but has a larger impact on independent schools (which have more international sixth form students).

9. Progression to higher education or training destinations for 2015/16 level 3 students

Progression to higher education or training shows the percentage of students that sustain an education course or apprenticeship at level 4 or higher in the two years following their 16 to 18 study. The most recent data reports on students who completed 16 to 18 study in the 2015/16 academic year and identifies their education and/or apprenticeship destinations in the two years following their last attendance at a 16 to 18 institution. The measure is designed to complement the existing destination measures (Destinations after KS4 and 16-18 study) which provide more information on the destinations that are not featured here such as employment and further study at level 3 or below. It differs from the original measures in that it uses a two-year destination window (rather than one) and calculates value-added scores for state-funded mainstream institutions which take prior attainment at GCSE and main qualification type into account.

Who is included in the cohort

This measure is restricted to students that studied level 3 qualifications as there is less expectation for students studying qualifications at lower levels to progress to level 4 or higher. It thus includes students that studied academic qualifications such as A levels,

applied general qualifications, technical levels, or qualifications that have not been approved by the Department for Education but are notionally level 3. State-funded mainstream schools and colleges are included.

Progression criteria

A student will be deemed to have successfully progressed to a level 4 or higher destination if they sustain a level 4 or higher course in an HE or FE institution, a level 4+ apprenticeship, or a mixture of the two for at least six months within the two year period following their allocation to a school or college at 16 to 18. This measure will use a two-year destination window rather than the standard measure's one-year window to allow for gap years and similar breaks in study. This means that the cohort will be drawn from those level 3 students that were deemed to be at the end of 16 to 18 study in 2015/16.

How the new measure works

The entire level 3 cohort is first grouped according to their qualification type and their prior attainment at KS4. The prior attainment for each student follows the same methodology as is used for the level 3 value-added measure (average GCSE score for students of academic qualifications; average GCSE and vocational equivalents score for students of other qualification types) but students are then placed into deciles. Qualification type for each student is decided using the same methodology as the standard destination measure (using the size of qualifications entered), however students of academic and applied general qualifications are grouped together as they have the same expectation for progression to higher education or training. As in the standard destination measure, a student that completes e.g. an AS level but spends the majority of their time studying level 2 qualifications will be counted as a level 2 student and not included in this measure.

Within each combination of qualification type and prior attainment decile the number of students that progress to a level 4 or higher destination is divided by the size of the group to obtain the national average for that type of student. Each student then scores +1 if they progress to level 4+, 0 otherwise, and the national expectation for that student is subtracted. For example, an A level student in the 9th decile might have an 85% probability of progressing to level 4+ 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 value-added score of +12 represents a 12 percentage point increase on progression to level 4+ when compared to the national expectation for that school or college's intake of students.

Level 4+ education or training must be sustained for six consecutive months at any point within the two-year destination window to count as a positive destination.

In all cases, the destination (and location, for top third/Russell group/Oxbridge breakdowns) will be determined by the activity in their last period of six consecutive months within the two-year destination window. For example, a student that starts a degree at a top third university but switches to a level 4 or higher apprenticeship in their second year will receive an apprenticeship destination.

Students that do not sustain six consecutive months in a single level 4 or higher destination but do have six consecutive months of activity across a mixture of level 4 or higher destinations will be counted as having progressed to level 4 or higher, with their destination chosen according to what they were doing in their last month of sustained activity.

For each state-funded mainstream school or college with a cohort at 16-18, we will report the level 3 cohort size, the percentage that progressed to a level 4+ destination, the national comparator percentage, the resulting value-added score, and provide a banding that puts the score in context. We will additionally report these items separately for the different qualification groups. We will also show breakdowns of the destination type (apprenticeship, level 4 or 5 course, degree) and destination provider (top third, Russell group, Oxbridge) for the level 3 cohort.

VA scores are calculated for a school based on a specific cohort of pupils, but a school may have been just as effective and performed differently with a different set of pupils. To account for this natural uncertainty 95% confidence intervals (CI) around the scores are used as a proxy for the range of scores within which each school's underlying performance measure can be confidently said to lie. Bands were derived from a combination of the VA score and these 95% confidence intervals. Any institution with an upper confidence interval above zero and a lower confidence interval below zero will be given the "About average" band. All institutions with a positive lower confidence interval will be either "Above average" or "Well above average", with the latter depending on a score chosen such that 5% of institutions are "Well above average". Similarly, institutions with a negative upper confidence interval will be either "Below average" with the lowest 5% being "Well below average".

	Well below average	Below average	About average	Above average	Well above average
Proportion of Institutions	5%	12%	64%	15%	5%
Criteria	An upper CI < 0 and a score < -18	An upper CI < 0 and a score >= -18	An upper CI > 0 and a lower CI < 0	A lower CI > 0 and a score <= +19	A lower CI > 0 and a score > +19

Data sources

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

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

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

Course type and level

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

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

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

Level 6 (degree level study)

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

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

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

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

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

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

16 to 18 qualification type and prior attainment

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

Key stage 4 (prior) attainment (achievement at age 16) is based on the pupils' GCSE results for academic qualification students, and GCSE plus equivalent results across all approved qualifications for students of other qualification types. Average point scores (as used in the key stage 4 reporting year) are used to determine which prior attainment decile each student is placed in. Deciles have been used rather than grades to avoid having too few students in the upper and lower grade groups. The lower boundary for each decile is shown in the table below.

Prior Attainment Decile	Lower boundary average points per entry score	Approximate grade
1	0.0	Below D
2	35.5	D
3	38.2	C/D
4	40.0	C
5	41.7	C
6	43.3	B/C
7	44.9	B/C
8	46.8	B
9	49.0	A/B
10	52.0	A
No prior attainment	Pupil was not present in KS4 data and so was excluded from the progression measure	

Prior attainment for these students is mainly from 2013/14, although some students will have completed year 11 in 2012/13 (and a very small number in other years).

Data quality and coverage

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

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

10. Sustained longer term destinations

Longer term destinations shows the percentages of students that sustain a destination 1, 3 and 5 years after they've left key stage 4 study. The most recent data reports on students who completed key stage 4 study in the 2012/13 academic year and identifies their education, apprenticeship or employment destinations in the 2013/14, 2015/16 and 2017/18 academic years.

This is the first release of the data and is classed as experimental official statistics.

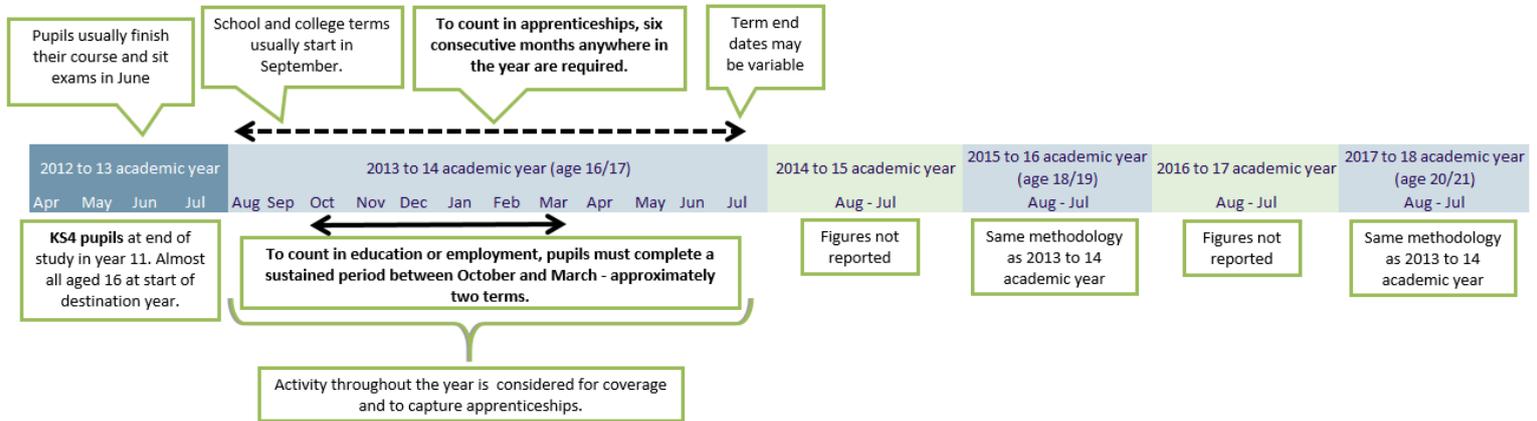
These statistics are designed to help institutions with their careers guidance and are different from the existing destination measures (key stage 4 and 16-18) as they are not an accountability measure.

Who is included in the cohort

The publication reports on students who completed key stage 4 in the 2012/13 academic year and follows this single cohort 1, 3 and 5 years after they leave. We report the destinations separately by the age most pupils in the cohort will be in the recorded destination year.

1 year after leaving key stage 4 the student will be age 16/17 (2013/14 destination year), 3 years after leaving key stage 4 the student will be age 18/19 (2015/16 destination year) and 5 years after leaving key stage 4 the student will be age 20/21 (2017/18 destination year).

The base cohort follows the same methodology as the main destination measures key stage 4 cohort in that it includes students in state-funded mainstream schools, state-funded and non-maintained special schools and alternative provision. The data sources used to calculate sustained destinations for each of the destination years are also the same as those used in the main measures. Therefore, the 2012/13 cohort we use in these statistics is the same cohort which had its destinations published in October 2015.



11. How data is shown

Suppression

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. Symbols used in the publication

The following symbols have been used in this publication:

(0) zero

(x) small number suppressed to preserve confidentiality or for accountability reasons

(.) not applicable

(-) positive % less than 0.5

12. Similar publications

Widening Participation in higher education

The following measures looking at [widening participation](#) are published:

- Estimated proportions of pupils with and without free school meals (FSM) who progressed to higher education

- Estimated proportions of pupils from independent and state schools progressing to higher education and progressing to the most selective higher education institutions (HEIs)

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

Comparisons

There are some key differences between these measures and destination measures

- (i) Scope: The destination measures consider those progressing to all destinations including higher education (HE), further education colleges and school sixth forms, and those going into employment, whilst the widening participation measure only considers those who progress to HE.
- (ii) Timing: In addition, the destination measures only include those who are in sustained participation during the first two terms after KS4 16-18 study, whilst the widening participation measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.
- (iii) Coverage:

Widening participation free school meals measure

The widening measure covers pupils aged 15 in state-funded schools, by free school meal status at age 15, who entered HE by age 19. The 16-18 destination measure looks at students in the October to March after 16-18 study.

Widening participation most selective HEI measure

From this year the destinations measure cohort includes all qualifications at level 3, level 2, level 1, entry level and other students. Whilst the widening participation measure includes those who studied at least one A Level or equivalent qualification at academic age 17.

Adult further education: outcome-based success measures

[FE Outcomes based success measures](#) cover the destinations, and progression of all adult (19+) FE and skills learners that achieved an eligible further education (FE) learning aim, all age Apprenticeship learners, and learners that completed a traineeship. Some earnings data are also produced for Adult FE & Skills and Apprenticeship learners.

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

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

Comparisons

The timing of the 'sustained' destination definition is the same as for key stage 4 and 16-18 destinations. A similar range of administrative data sources are used to determine whether education or employment has been undertaken in the following year including HMRC / DWP data from LEO using Pay-As-You-Earn (PAYE) records and sole trader returns within self-assessed employment data. Some specific destination breakdowns shown may differ and are more appropriate to the learners included.

The main difference is coverage of learners by age and course type. FE outcome-based success measures cover adult learners (19+), along with all age Apprenticeships who have achieved an eligible funded course within the academic year. All age Traineeships that completed their learning aim are also included. This is broken down by the highest level of study aim, from entry level to level 4+.

Participation in Education, Training and Employment statistical publication

This statistical publication provides estimates of participation in education and training, and those who are not in education, employment or training (NEET) for 16, 17 and 18 year olds in England. All estimates relate to a snapshot of activities at the end of the calendar year, and are based on academic age, defined as age at the start of the academic year (31st August).

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

Comparisons

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

(i) Timing: the destination measures are based on a sustained destination over 6 months (October-March), whereas the Participation statistical publication just requires participation at a point in time, or snapshot, around the end of the calendar year.

As the destination measures' requirement is for sustained participation, with all other things being equal, this will result in lower numbers of students being counted as being in an education or employment/training destination as they need to be participating for at least 6 months.

(ii) Coverage: The Participation statistical publication covers a different cohort of students.

It estimates participation for the entire population of academic age 16 year olds in England, rather than those who had completed key stage 4 the previous year. Some

pupils complete key stage 4 earlier or later than academic age 15 and not all 16 year olds had previously been in schools in England.

From this year the destinations measure cohort includes all qualifications at level 3, level 2, level 1, entry level and other students

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

Annex 1: History of change and timeline

Publication Date	Cohort	Detail
July 2012	2008/09 into 2009/10	Destination measures were published for first time as an experimental statistical publication for the 2008/9 KS4 and 16-18 cohorts into 2009/10 destinations. The cohort consisted of state-funded mainstream schools and colleges only and reported on education destinations only.
August 2013	2009/10 into 2010/11	The 2009/10 cohort into 2010/11 destinations were published as a statistical release and in performance tables. Destinations now included employment, training and young people NEET. Reporting at Parliamentary Constituency level was included. Destinations by student characteristics was included. For 16-18, the Top third selective HE breakdown was included. At KS4, education data was shared with schools and included in performance tables.
November 2014	2010/11 into 2011/12	The 2010/11 cohort into 2011/12 destinations were published as a statistical release and in performance tables. The cohort was expanded to include independent mainstream schools and special schools for both key stages and pupil referral units and other alternative provision at KS4 only. Schools and colleges were separated in the 16-18 cohort. Destinations now included independent schools and special schools and also pupil referral units and other alternative provision at KS4.
January 2015	2011/12 into 2012/13	The 2011/12 cohort into 2012/13 destinations were published as a statistical release and in performance tables. Publication brought forward 6 months

Publication Date	Cohort	Detail
October 2015	2012/13 into 2013/14	The 2012/13 cohort into 2013/14 destinations were published as a statistical release and in performance tables. Independent mainstream schools were removed from the cohort and the remaining state-funded institutions were reported as provisional data.
January 2016	2012/13 into 2013/14	The October 2015 publication was updated to include independent schools in the cohort and destinations to independent institutions were updated.
August 2016	2009/10 to 2012/13 cohorts	Two statistical working papers were published covering the inclusion of additional employment and benefit data for 16-18. The first publication updated the October 2016 statistical publication (2013/14 destinations) for state-funded mainstream institutions and the second paper updated the years 2010/11 to 2012/13 for all mainstream institution types.
October 2016	2013/14 into 2014/15	The 2013/14 cohort into 2014/15 destinations were published as a statistical release and in performance tables as provisional data. Destinations data now included employment destinations from HMRC employment data and NEET information from DWP benefits data. Employment/training/NEET data from NCCIS was no longer used for 16-18 but retained for KS4. Destination measures were no longer classed as experimental. Destination measures become a headline accountability measure.
January 2017	2013/14 into 2014/15	The October publication was revised. 16-18 destinations now published in performance tables.
October 2017	2014/15 into 2015/16	<p>Destinations from 16-18 Independent schools were included in the October publication. Hospital schools and FE colleges with 14-16 provision included in the cohort.</p> <p>Destinations now include higher education alternative providers from HESA and self-employment from HMRC.</p> <p>Some further breakdowns included: destinations by prior attainment included at KS4 and 16-18, further characteristic breakdowns, local authority district figures.</p> <p>Experimental data released on below level 3 cohorts and KS4 destinations after 3 years.</p>

Publication Date	Cohort	Detail
January 2018	2014/15 into 2015/16	Institutional level data only revised. KS4 performance table's data revised, 16-18 performance tables data published.
October 2018	2015/16 into 2016/17	Apprenticeships reported as a sustained primary destination. Education destination double counts removed. Formal .ods tables reduced in number and data released by way of underlying data table. 16-18 cohort definition altered to include all approved level 3 qualifications (A levels, applied general qualifications and tech levels) but to exclude students who did not study at their education institution in their final year (2016/17).
October 2019	2016/17 in 2017/18	16-18 cohort expanded from Level 3 approved to include all Level 3, Level 2, Level 1 and entry Level qualifications. Flexi year approach adopted for 16-18 measure to record destination in the year after final attendance has been determined. 'Progression to higher education or training' measure published for the first time following on from experimental statistics published in 2018. New disclosure control policy incorporated into the published data allowing significantly more data to be visible. Underlying data now in machine-readable format.
January 2020	2016/17 in 2017/18	'Longer term destinations' experimental statistics published for the first time.

Annex 2: Top third most selective institutions and Russell group

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

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

Russell Group

University of Birmingham

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

Annex 3: NCCIS codes

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

Annex 4: Disclosure control

Small cohorts

At institutional level, where cohorts are less than 6, all data are suppressed. This is to ensure that schools are not held to account for small cohorts of pupils rather than for confidentiality reasons.

This does not apply to levels of data other than institutional level.

Low coverage

In previous years, all outcomes were suppressed for a small number of state-funded institutions where the data-matching rate was low and could give a misleading representation of the institution's performance. Institutions where fewer than 95% of students were matched to any of our data sources had all outcomes suppressed. Suppression for this reason is no longer applied.

Disclosure control for confidentiality reasons

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

Annex 5: Local authority areas with selective schools

ENGLAND

LA code LA name

Highly Selective LAs (12)

303 Bexley
319 Sutton
344 Wirral
358 Trafford
825 Buckinghamshire
836 Poole
871 Slough
880 Torbay
882 Southend-on-Sea
886 Kent
887 Medway
925 Lincolnshire

LAs with some selection (24)

302 Barnet
305 Bromley
308 Enfield
314 Kingston upon Thames
317 Redbridge
330 Birmingham
335 Walsall
336 Wolverhampton
341 Liverpool
381 Calderdale
382 Kirklees
815 North Yorkshire
837 Bournemouth
861 Stoke-on-Trent
865 Wiltshire
870 Reading
878 Devon
879 Plymouth
881 Essex
888 Lancashire
894 Telford and Wrekin
909 Cumbria
916 Gloucestershire
937 Warwickshire



Department
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