



Department
for Education

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Ref: Department for Education

16-19 Accountability Consultation

16-19 Accountability Consultation

This consultation seeks views on our proposals for improving the way in which providers of education and training for people aged 16-19 and young people with Learning Difficulty Assessments up to the age of 25 in England are held to account.

To Post 16 providers, school 6th forms, general FE colleges, sixth form colleges, independent training providers as well as their representative bodies, parents and students

Issued 12 September 2013

Enquiries To If your enquiry is related to the policy content of the consultation you can contact the Department on 0370 000 2288

e-mail: 1619accountability.CONULTATION@education.gsi.gov.uk

Contact Details

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's '[Contact Us](#)' page.

1 Introduction

1.1 This consultation proposes changes to the existing accountability arrangements for providers of 16-19 education and training¹ in England. It seeks views on these reforms including performance tables, minimum standards and accountability measures designed to promote high quality provision. The outcome of a separate consultation on the reporting

of 16-19 vocational qualifications within performance tables was published on 25th July and is referred to within this document². Descriptions of the two new categories of vocational qualification are included in Annex C for reference purposes.

1 - Including apprenticeship and traineeship providers

2 -

<https://www.education.gov.uk/consultations/downloadableDocs/Government%20Response%20to%20consultation%20on%20reform%20of%20Level%203%20vocational%20qualifications%20for%2016-19%20year%20olds.pdf>

2 Vision and aims

2.1 We need high-quality 16-19 education and training to ensure young people are equipped to go on to further or higher education, an Apprenticeship or sustainable employment. We are therefore seeking:

- sharper accountability to raise standards for all students. We will intervene swiftly based on clear performance data and send clear signals to providers about what constitutes good performance;
- clear, reliable information for students and parents so that their choices are based on quality of course and institution, stimulating competition and improvement; and
- incentives for providers to deliver English and mathematics GCSE for those who failed to achieve at least a grade C at age 16.

2.2 We have already undertaken significant reform of 16-19 education and training by:

- introducing study programmes based on challenging academic and vocational qualifications³
- changing the funding system to a single basic funding rate per student⁴;
- introducing Technical Level (Tech Level) and Applied General qualifications at level 3 so that there are now three clear study routes; academic, Applied General and Technical Level⁵. Students will be able to take a mix of qualifications from any of the three routes;
- requiring all students who have not achieved GCSEs at A* - C in English and mathematics at the age of 16 to continue to work towards those qualifications⁶;
- creating new inspection frameworks that focus on teaching and learning, leadership and management, and students' outcomes (focusing on

- progression to the next level)⁷;
- improving interventions, particularly in FE colleges through *Rigour and Responsiveness in Skills*⁸ so that they protect existing students' education while putting in place better provision for the future;
- introducing a new Further Education Commissioner as the single point of contact for FE provision, acting on behalf of the government and advising Ministers on a suite of potential interventions;
- introducing a single point of contact (Peter Mucklow, National Director for Young People) for intervention in sixth form colleges through the Education Funding Agency (EFA);
- continuing with strong intervention in maintained schools through sponsored Academies, including those with sixth forms.

3 - 16 to 19 study programmes - Children and young people

4 - Funding of 16 to 19 study programmes - Children and young people

5 - Level 3 vocational qualifications for 16- to 19-year-olds: technical guidance for awarding organisations - Publications - GOV.UK

6 - Wolf Review of Vocational Education: government response - Publications - GOV.UK

7 - Ofsted | The framework for school inspection Ofsted | Common inspection framework for further education and skills 2012

8 - BIS (2013) Rigour and Responsiveness in Skills, available: <https://www.gov.uk/government/publications/rigour-and-responsiveness-in-skills>

3 Case for change

- 3.1 Approximately 1.6million young people aged between 16 and 19 are currently participating in education and training⁹. Schools and colleges serving the diverse needs of these young people will improve most if they have the autonomy to decide how best to teach their students. However, this autonomy must be balanced with a system that holds providers to account for the quality of the courses they provide; the progress their students make; the qualifications they attain; and the destinations they reach.

9 - Participation in education, training and employment by 16- to 18-year-olds in England, end 2012 - Publications - GOV.UK

- 3.2 We need to make sure students can choose the provision that will best help them to achieve their ambitions. To do that, students and parents need accurate and understandable information on a) what courses and qualifications are most beneficial to them; and b) which providers are best for their chosen courses and qualifications.

3.3 Purpose of this consultation

This consultation sets out our proposed improvements to the data that underpins accountability. By doing this we will help parents, students and inspectors understand the quality of provision through a combination of:

- Top line data that gives a snapshot of a provider's overall performance; and
- Additional data on specific areas of the provider's performance (e.g. particular types of courses or particular students).

3.4 This information will enable parents and students to identify the best provision for their needs and will help providers to understand and improve their own performance. The data will also be used by the Department to set minimum standards of acceptable performance and by Ofsted in inspection. Data will be published under an Open Government Licence and published on data.gov.uk.

3.5 The next sections of the consultation set out our proposals for:

- The top line data to be published in performance tables
- Additional data that will also be published
- The minimum standards required of providers
- How we plan to reflect attainment for all, including those with learning difficulties and disabilities
- New and blended types of provision

4 The Proposed Changes

4.1 Publication of data for students studying with 16-19 providers at Level 2¹⁰ and below

We propose to publish, for the first time, performance measures relating to courses and qualifications at level 2 and below. Professor Wolf's review of vocational education¹¹ found many 16-19 year olds were taking qualifications which were too small or too low level to be of value in securing employment. We therefore want to publish data which helps students and parents understand what qualifications are valued by higher education or employers and how well each provider delivers those qualifications.

10 - Level 2 is the same level as GCSE qualifications at grades A* - C

11 - Review of vocational education: the Wolf Report - Publications - GOV.UK

4.2 We expect the majority of students studying at level 2 will either be retaking qualifications like GCSE mathematics and English or will be taking substantial vocational qualifications. Level 2 substantial vocational qualifications are large qualifications which provide the knowledge and skills necessary to enter a particular trade or skilled occupation e.g. plumbing. We plan to establish an approved list of level 2 substantial vocational qualifications that will be recognised within performance tables. We propose that this list will apply to students starting level 2 courses in September 2015.

4.3 We propose five Top Line performance measures at level 2:

- a combined completion and attainment measure comparing a provider's attainment in each subject to the national average performance in that subject with non-completion shown as a failure;
- absolute attainment measures showing the average level of attainment of students at level 2;
- proportions studying substantial vocational qualifications showing the percentages of students studying these high quality qualifications;
- destination measures showing where students have gone after leaving an institution; and
- completion measures showing how many students who start a course are retained until the end of the course.

4.4 The first Top Line measure is a new measure combining completion and attainment for students taking substantial vocational qualifications. This measure is explained in more detail in paragraph 5.2. A progress measure was considered for these qualifications but is not appropriate. This is because of the weak relationship between academic attainment at Key Stage 4 and level 2 vocational outcomes at Key Stage 5. We will undertake further analysis on the outcomes from the first substantial level 2 vocational qualifications to see if we can move to a progress measure for these qualifications over time.

4.5 Additional proposed measures, published as a supplement to the Top Line measures are:

- the percentages of students achieving level 2 English and mathematics qualifications;
- a closing the gap measure showing: how many students in receipt of pupil premium funding in year 11 achieved English and mathematics post

- 16; and how many students in receipt of pupil premium funding in year 11 achieved level 2 substantial vocational qualifications;
- the attainment of all qualifications taken at entry level, level one and level two; and
- a completion measure for those students taking traineeships or supported internships.

4.6 Full details of the measures to be published at level 2 and below and the rationale for each are in Annex A.

Q1 Do you agree that in future only high value level 2 substantial vocational qualifications which meet pre-defined characteristics should be recognised in the Top Line performance measures for 16-19 year olds?

Q2 Should employer recognition, grading and external assessment or moderation be required characteristics for substantial level 2 vocational qualifications in the same way as they are for Technical Level qualifications at level 3?

Q3 Do you agree that awarding organisations need a two year grace period to redevelop current qualifications to meet the characteristics required? This is the same time period that was given for the redevelopment of Technical Level qualifications at level 3.

Q4 What do you think this category of vocational qualifications should be called and how do you think it should be defined?

4.7 Publication of Data for students studying at level 3¹²

We propose five Top Line performance measures at level 3:

- a progress measure showing the progress of similar students nationally who, according to their results at the end of Key Stage 4, were of the same level of ability;
- a combined attainment and completion measure comparing a provider's attainment in each subject to the national average performance in that subject with non-completion shown as a failure;
- absolute attainment measures showing the average level of attainment at level 3;

- destination measures showing where students have gone after leaving an institution; and
- completion measures showing how many students who start a course are retained until the end of the course.

12 - Level 3 is the same level as A level qualifications

4.8 It can be difficult for parents and students to make meaningful judgements between providers post 16 because schools and colleges are delivering so many different kinds of courses. For instance, you cannot compare the achievement of mathematics A level with the achievement of a level 3 vocational qualification in construction. It is therefore important that students and parents can compare like with like to determine which provider best meets their needs. The results of a previous consultation¹³ showed that there is strong support for reporting level 3 qualifications as either academic, Applied General or Technical. We therefore intend to make data available against each of these three categories. The agreed definitions for these categories are set out in Annex C.

13 -

<https://www.education.gov.uk/consultations/downloadableDocs/Government%20Response%20to%20consultation%20on%20reform%20of%20Level%203%20vocational%20qualifications%20for%2016-19%20year%20olds.pdf>

4.9 The first Top Line measure at level 3 will be a progress measure. For academic and Applied General qualifications overall attainment at level 3 gives only a limited insight into a provider's quality because those students who achieved highly at level 2 also tend to score more highly at level 3. The progress a student makes while at the institution is a better way to determine the provider's effectiveness for academic and applied general qualifications. Therefore we propose to make data available on the progress made by those students taking academic and Applied General level 3 courses (except all age Apprenticeship provision which is currently reported through FE Choices, the public information framework for adult provision¹⁴. Apprenticeship information may also be reported in performance tables in the future).

14 - FE Choices Information - FE Choices Information

4.10 As explained at paragraph 4.4, a progress measure is not suitable for students taking Technical Level 3 qualifications because the relationship with level 2 qualifications is weaker. We plan to measure attainment and completion rather than progress measures for students taking these qualifications.

4.11 All attainment measures will be shown as the average grade attained and the average point score achieved. For students who take A level only programmes we are considering basing the average grade on their best 3 A level grades to encourage substantial A level programmes. Average grades for students who take other academic, mixed programmes or vocational qualifications only, will be based on the current average point score per entry calculation used in performance tables now¹⁵. The points will be converted to the nearest grade e.g. a score of 225.3 points will be converted to an average grade of C+ (based on the A level grading system) for those on other academic programmes and to an average grade of distinction (based on the BTEC subsidiary diploma grading system) for those taking vocational qualifications. This would mean we would have four indicators allowing users to see the breadth in A levels and to compare the results across the cohort:

- Average grade and points per full-time A level student (excluding mixed programme students) based on the best 3 A levels methodology.
- Average grade and points per A level entry based on the average point score per entry calculation with the grade taken from the A level grading system. This would include students on mixed programmes.
- Average grade and points per academic qualification entry based on the average point score per entry with the grade taken from the A level grading system. This would include students on mixed programmes.
- Average grade and points per vocational qualification entry based on the average point score per entry with the grade taken from the BTEC subsidiary diploma grading system. This would include students on mixed programmes.

Q5 What are your views on the necessity, benefits and implications for students and providers of a best 3 A levels measure?

15 - User Guide and resources page for 16-18 Schools/Colleges - The Department for Education

4.12 **Recognising high quality qualifications and performance**

Additional measures at level 3 will be:

- AAB measures in facilitating subjects;
- A Tech Bacc measure;
- Closing the Gap measures; and

- Attainment of an approved level 3 mathematics qualification.

4.13 As part of the additional measures at level 3 we propose to retain the AAB measure for A levels in ‘facilitating subjects’¹⁶, introduced in the 2012 Performance Tables. This measure shows the percentage of students achieving three A levels at grades AAB or higher in two and in three facilitating subjects. These measures are designed specifically to help students to focus on the combinations of courses that are most likely to support progression to highly valued destinations post-19.

16 - Facilitating subjects are: mathematics and further mathematics, English (literature), physics, biology, chemistry, geography, history, languages (classical and modern).

4.14 The existing two facilitating subject measure, which reports the percentage of students achieving A levels at grades AAB or higher in at least 2 “facilitating subjects”, allows recognition of achievement in a third subject that has not been defined as “facilitating” but is also highly rated by top universities. Examples of these subjects are given in the Russell Group’s “Informed choices” document¹⁷ (e.g. Economics, Religious Studies and Welsh). These important subjects could be counted as the third A level subject and we plan to monitor take up of these subjects.

17 - <http://www.russellgroup.ac.uk/informed-choices.aspx>

4.15 In addition, the Secretary of State for Education announced on 22 April 2013 the introduction of a new school and college performance measure which recognises the highest level of technical training achieved by students aged 16-19. This measure will be known as the Technical Baccalaureate (TechBacc). It will be introduced for courses beginning in September 2014, for reporting in the 16-19 performance tables from 2016. To achieve the TechBacc, students will need to obtain:

- an approved level 3 Technical Level qualification (from the list expected to be published in November 2013 or its successors);
- core mathematics – a level 3 mathematics qualification which may be an A level, AS level, an International Baccalaureate maths certificate, or another approved level 3 mathematics qualifications, when these become available; and
- the Extended Project Qualification.

4.16 Mathematics

We also propose, as part of the additional measures, to show attainment of approved level 3 mathematics qualifications. The Department is working with the Advisory Committee on Mathematics Education, to develop guidelines for new level 3 mathematics qualifications. These new qualifications will be for students who have achieved a grade C or above in GCSE maths but do not want to take AS or A levels in the subject. The new qualifications will incentivise students to continue to study mathematics beyond the age of 16. These will be available for teaching from 2015. The new qualifications will focus on mathematical and statistical problem solving. This measure is designed specifically to help students focus on mathematical skills that are valued by universities and employers and which are related to enhanced earnings potential.

4.17 Performance measures

As described above, we have summarised the full range of top line and additional data measures, which also include a closing the gap measure at level 3, in Annexes A and B.

Q6 Do you agree that the measures set out in annexes A and B should be the top line and additional data published for students studying at levels one, two and three?

4.18 Independent training providers

Currently no data is published at any level for those taking qualifications in providers other than schools and colleges, for example, independent training providers. We therefore also plan to explore how to report achievement of students at level 2 and 3 taking work-based training (including Apprenticeships) with independent training providers. We will also consider if training providers should be subject to minimum standards.

Q7 Do you agree that we should explore how to report the achievement of students at level 2 and 3 taking work-based training (including Apprenticeships) with independent training providers in performance tables?

Q8 What are the issues to consider in reporting the achievement of students in work-based training and in setting minimum standards for these providers?

5 Minimum Standards

- 5.1** We have seen minimum standards raise standards in secondary schools and we believe they can do the same in 16-19 provision. We propose to set minimum standards for 16-19 providers at levels 2 and 3 as set out below. Any provider that falls below this minimum standard will be subject to intervention, including referral to the FE commissioner (for FE colleges), or Education Funding Agency (for sixth form colleges) for closer scrutiny, or turning the school into an Academy.
- 5.2** At level 2, we propose to use a combined attainment and completion measure for substantial vocational qualifications to form the minimum standards. The average point score for each student will be compared to the national average point score for others taking the same subject. So, for example, the point scores for students taking engineering will be compared only with the scores of others taking engineering. This approach of comparing performance within subjects means that there is no incentive to steer students towards subjects that may be perceived to be easier. Zero points will be allocated for students who fail or do not complete their qualification. We are considering excluding students from the measure if they leave to take up an Apprenticeship, Supported Internship or Traineeship because the student will be progressing to a positive destination with continued learning.
- 5.3** Scores for each individual level 2 substantial vocational qualification will then be aggregated with all other level 2 substantial vocational qualifications taken at an institution to provide an overall substantial vocational qualification score. The substantial vocational qualification score for each school or college can then be compared. This data will then be used to set the level 2 minimum standard against which providers will be judged.

Q9 Do you agree that minimum standards at level 2 should be based on an attainment and completion measure for those taking substantial vocational qualifications?

Q10 Do you agree that we should not penalise providers if students leave their course to take up an Apprenticeship, Supported Internship or Traineeship?

5.4 At level 3 we propose to aggregate the data on the progress each student makes between Key Stage 4 and graded level 3 qualifications to give separate provider scores for academic and Applied General qualifications. Students are only compared with other students taking the same subject with the same prior attainment. The scores will be expressed as a percentage of a grade, for example, students taking academic courses at this college achieve a fifth of a grade higher than students nationally with the same level of prior attainment. This data will then be used to set the level 3 minimum standard against which providers will be judged.

5.5 For Technical level qualifications – where we do not propose to measure progress – we propose to use the same attainment and completion methodology to form the minimum standard as that proposed for substantial vocational qualifications at level 2. We will consider the same exception for those who leave to take up an Apprenticeship.

Q11 Do you agree that the level 3 minimum standards at 16-19 should be based on progress for academic and Applied General qualifications and on attainment and completion for Technical level qualifications?

5.6 **Setting the minimum standards**

We will explore whether minimum standards for academic, Applied General and Technical Levels should be based on the achievement of students who have already completed their qualifications. This will enable the standard to be applied to new students beginning their courses at the start of their period of study. This would speed up the availability of results and help schools and colleges set internal targets, but we need to be confident the data will be valid before confirming this approach. We will ask experts and representative bodies for their views during the consultation period and finalise the details in the Government response to the consultation.

6 Proposals for recognising all pupils achievements

- 6.1 We want all young people to be supported to learn and achieve good outcomes, including those with learning difficulties and disabilities. Young people aged 19-25 with Learning Difficulty Assessments¹⁸ should be included in any accountability measures. Where young people take qualifications at entry level, level 1 or level 2 we will report their attainment through our additional data measures. However, we think we can do more to provide useful information and hold providers to account.

18 - In the future, Education Health and Care Plans

- 6.2 The Key Stage 4 performance tables show a set of measures for low, middle and high attainers. We will consider how we can report the results of low, middle and high attainers similarly in the expanded 16-19 performance tables.

Q12 Do you agree that we should extend the reporting of the attainment of low, middle and high attainers to the 16-19 performance tables?

- 6.3 We should have high expectations of all young people with learning difficulties and disabilities. However, some students with complex needs may not be able to gain any qualifications. In these circumstances we think it is helpful to report the destinations of students. Provision should enable young people with special educational needs to achieve good outcomes and to prepare for adult life. The Study Programme principles¹⁹ will enable some of these young people to spend a significant proportion of their time on work experience programmes and improving their literacy and numeracy skills so that they can successfully gain employment. Some students with complex needs will be on supported internships. Most young people with learning difficulties and disabilities should be supported to find employment. For a few this may not be possible but their priority remains a successful transition to adult life. The Key Stage 4 and Key Stage 5 destination measures need to reflect these different destinations. We therefore propose to extend these destination measures to include special schools and independent specialist colleges from 2014.

Q13 What categories of destination should we include when reporting the destination of students with learning difficulties and disabilities?

Q14 What other data could be published to create the right incentives for post 16 providers to ensure the best progress and attainment for all

their students, including enabling those with learning difficulties and disabilities to prepare for adult life?

19 - 16 to 19 study programmes - Children and young people

7

Responding to new and blended types of provision (such as MOOCs)

- 7.1 Prestigious universities have developed online courses which are gaining in popularity. Often referred to as 'MOOCs' (Massive Open Online Courses), they aim to give the public greater access to higher education by delivering course content online via discussion forums, and presentations. These courses have so far tended to focus on topics more normally taught to students attending university, often focussing on depth of learning by delivering content from highly esteemed institutions and individuals.
- 7.2 In 16-19 education and training, many providers already use technology to support student learning. We are interested in the opportunities presented by MOOCs (or similar) to bring a greater variety of subject matter, delivered to very high standards of quality, to 16-19 education and training. Some MOOCs are now certificated and include external assessment. If these assessments could be proven to be robust and they met other key quality criteria, there would be a case for recognising such courses in the accountability system.

Q15 Do you think the HE model of 'MOOCs' could work in a 16-19 environment?

Q16 If the assessments could be proven to be robust and to meet other key quality criteria, how do you think we could recognise accredited online courses in the accountability system?

8 How To Respond

8.1 Consultation responses can be completed online at:

www.education.gov.uk/consultations

by emailing: 1619accountability.CONULTATION@education.gsi.gov.uk

or by downloading a response form which should be completed and sent to:

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9 Additional Copies

9.1 Additional copies are available electronically and can be downloaded from the Department for Education e-consultation website at:

www.education.gov.uk/consultations

10 Plans for making results public

10.1 The results of the consultation and the Department's response will be published on the DfE e-consultation website in spring 2014.

11 Annex A: Performance measures at level 2

11.1 Level 2 Top Line Performance Measures

Measures	Rationale
Completion and Attainment measure – for students taking substantial vocational qualifications at level 2	Allows for comparison of attainment and completion against other providers providing the same substantial vocational qualifications at level 2.
Absolute Attainment measures – showing: (a) average student attainment in substantial vocational qualifications; (b) the proportion of students studying qualifications at a higher level to their previous attainment; and (c) student achievement for those studying at a higher level than previously studied.	Shows the results attained by students undertaking courses which represent progress on their previous achievements, so that they can judge whether doing a course with a particular provider will enable them to progress and get the grades they are aiming for.
Level 2 Substantial Vocational Qualifications – showing the proportion of students whose highest study aim is a level 2 qualification but are studying for a DfE approved substantial vocational qualification at level 2	Shows the proportion of students studying at level 2 that are studying qualifications which lead to a recognised trade or occupation. Students wishing to study at this level will be able to judge the likelihood of them gaining qualifications which will be of real value to them in securing employment.
Destination measure – showing student progression to a positive destination (higher education, employment or training, apprenticeships) or (conversely) who went on to be NEET.	Shows how effectively providers enable their students to progress to further learning or employment.
Completion measure – showing the proportion of students who started a course who went on to finish it.	Shows how well providers support students to choose the right qualifications and complete courses.

Level 2 Additional Measures

Measures	Rationale
Attainment of level 2 mathematics and English qualifications	Shows how effectively providers enable those who didn't achieve GCSE mathematics or English (at A*-C) at the end of Key Stage 4, to secure these or other level 2 English and mathematics qualifications.
Closing the Gap – (a) a measure showing attainment of level 2 English and mathematics qualifications by students who were eligible for pupil premium funding in year 11; and (b) an additional measure showing attainment of level 2 substantial vocational qualifications by students who were eligible for pupil premium funding in year 11	(a) This measure can be compared with the English and mathematics measure for level 2 to indicate how effectively providers support students who were eligible for pupil premium funding in year 11 to achieve at the same level as their other students. The measure recognises the importance of English and maths skills on future employability. (b) This measure can be compared with the attainment of level 2 substantial vocational qualifications to indicate how effectively providers support students who were eligible for pupil premium funding in year 11 to achieve level 2 substantial vocational qualifications.
Attainment of all qualifications at level 2, level 1 and entry level.	Completes the picture of student participation at an institution.
Completion of Traineeships and Supported Internships – in line with the Government's aspiration for more students to gain the necessary skills to progress successfully to Apprenticeships or employment.	Shows how effectively providers support their students to complete Traineeships and Supported Internships, which are designed to support progression to Apprenticeships or other sustainable employment.

12 Annex B: Performance measures at Level 3

12.1 Level 3 Top Line Performance Measures

Measures	Rationale
<p>Progress measures – showing student progress between Key Stage 4 and their academic and Applied General level 3 study.</p> <p>Completion and Attainment measure – for students taking Technical Levels</p>	<p>Progress measures allow different providers' performance to be compared, even where their students' prior attainment differs. Only students with the same prior attainment, taking the same subjects, will be compared to provide a subject score. Subject scores will then be aggregated with other academic or Applied General scores to provide an overall academic score and an overall Applied General score.</p> <p>Will compare the attainment and completion of individual technical level qualifications with other providers offering the same qualifications.</p>
<p>Absolute Attainment measures – showing:</p> <ul style="list-style-type: none"> • Average grade per full-time A level student based on the best 3 A levels methodology (excluding mixed programme students). • Average grade per A level entry based on the average point score per entry calculation with the grade taken from the A level grading system. This would include students on mixed programmes. • Average grade per academic qualification entry based on the average point score per entry with the grade taken from the A level grading system. This would include students on mixed programmes. 	<p>Shows the results attained by students undertaking courses to inform choice.</p>

<ul style="list-style-type: none"> • Average grade per vocational qualification entry based on the average point score per entry with the grade taken from the BTEC subsidiary diploma grading system. This would include students on mixed programmes. 	
Destination measure – showing student progression to a positive destination (higher education, employment or training, Apprenticeships) or (conversely) who went on to be NEET.	Shows how effectively providers enable their students to progress to further learning or employment.
Completion measure – showing the proportion of students starting a course who went on to finish it.	Shows how effectively providers support their students to choose the right qualifications and complete the course.

Level 3 Additional Measures

Measures	Rationale
AAB in two and three facilitating subjects at A level – a measure showing the percentages of students who achieve three A levels at grades AAB or higher, two or three of which are in facilitating subjects. ²⁰	Achieving these grades in facilitating subjects supports progression to top universities.
TechBacc measure attainment – the TechBacc will recognise level 3 programmes which include a DfE-approved Technical Level qualification, core mathematics, and an extended project.	The TechBacc measure recognises the highest level of technical training achieved by students aged 16-19. Including it in the accountability measures helps incentivise providers to offer it and encourage students to take it.
Closing the Gap – a measure showing attainment of level 3 qualifications by students who were eligible for pupil premium funding in year 11.	This measure can be compared with the top line attainment measure above to indicate how effectively providers support students who were eligible for pupil premium funding in year 11 to achieve at the same level as their other students.

<p>Attainment of an approved level 3 mathematics qualification – a measure showing whether students who achieved GCSE mathematics (at A*-C) at the end of Key Stage 4, have gone on to study an approved level 3 core mathematics qualification, maths AS or A Level or an International Baccalaureate level 3 mathematics certificate.</p>	<p>Incentivises providers to encourage all students to study mathematics beyond GCSE.</p>
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20 - Facilitating subjects are: Mathematics and Further Mathematics, English (Literature), Physics, Biology, Chemistry, Geography, History, Languages (Classical and Modern)

13 Annex C: Definition of Level 3 Qualifications

13.1 Academic Qualifications

The term academic qualifications covers facilitating and other A levels and a range of other academic qualifications taken at level 3 including AS levels, the International Baccalaureate, Applied GCE A levels, Pre Us, Free Standing Maths and Extended project qualifications.

‘Facilitating’ A level subjects reported in the AAB measure are; mathematics and further mathematics, English (literature), physics, biology, chemistry, geography, history, languages (classical and modern).

Applied General Qualifications

Applied General Qualifications are for students wishing to continue their general education at advanced level through applied learning. They equip a student with transferable knowledge and skills. They will fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside other qualifications at the same level. They may also enable entry to employment or an Apprenticeship²¹.

21 - From: Vocational Qualifications for 16-19 year olds, 2016 School and College Performance Tables: Technical Guidance for Awarding Organisations July 2013

Technical Level Qualifications

Technical Level Qualifications are for students wishing to specialise in a technical occupation or occupational group. They will equip a student with specialist knowledge and skills, enabling entry to employment or an Apprenticeship in that occupational group or progression to a related further or higher education course. In some cases they can provide a 'licence to practise' or exemption from professional exams.

The term 'technical occupation or occupational group' refers to 4-digit and 3-digit Standard Occupational Classification (SOC) coding³, where 4-digit SOC codes relate to specific job titles e.g. laboratory technician and 3-digit SOC codes relate to the host 'minor group' e.g. Science, Engineering and Production Technicians. Technical Level Qualifications will feature as one of three components of the new Technical Baccalaureate performance table measure, which will be introduced for courses beginning in September 2014 and reported in performance tables from 2016.