



Department
for Education

Technical Note

Destination Measures

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Technical notes – destination measures

Background

1. Figures in this statistical first release, SFR (experimental statistics) are obtained from matched administrative data. This is the fifth publication on destination measures and is classified as ‘experimental statistics’ as the data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs.

What are key stage 4 (KS4) and key stage 5 (KS5) destination measures?

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

Why we publish destination measures

3. We publish destination measures to:
 - provide clear and comparable information on the success of schools and colleges in helping their pupils/students take qualifications that offer them the best opportunity to progress.
 - encourage institutions to make sure their students receive the support needed to prepare for and take up education, training or employment which offers good long term prospects.

The history of the KS4 and KS5 destination measures

4. KS4 and KS5 destination measures were published for the first time in 2012. The measures showed education destinations only - the percentage of students going to, or remaining in, an education destination in a school, further education or sixth form college, or HEI, and the percentage training through an apprenticeship or work-based learning. The data related to those students who were included in the 2008/09 performance tables and showed their destinations in 2009/10.
5. For the first time in 2013, published data also showed the percentage of students who went into employment or training and those who were not in education, employment or training (NEET). These data related to those students who were included in the 2009/10 performance tables and

showed their destinations in 2010/11.

6. The 2013 data also included breakdowns by student characteristics (gender, ethnicity, students' eligibility for free school meals, and special educational needs (and learning difficulties and disabilities for KS5 students)).
7. In 2014, the destination measures were expanded to include independent schools, special schools, specialist post-16 institutions and pupil referral units or other alternative provision.
8. In January 2015, the breakdown of data on disadvantaged pupils at KS4 was also included and free schools and university technical colleges appeared for the first time. These data related to those students who were included in the 2011/12 performance tables and showed their destinations in 2012/13.
9. In October 2015, the destination measures data has been published as provisional data enabling publication to be brought forward a further 3 months. This provisional data does not contain destinations from independent schools. These data related to those students who were included in the 2012/13 performance tables and showed their destinations in 2013/14.

Definition of 2013/14 destination measures

- Percentage of 2012/13 key stage 4 cohort going to, or remaining in, an education and/or employment destination in 2013/14
- Percentage of students, in 2012/13, who were entered for A level or other level 3 qualification, going to, or remaining in, an education and/or employment destination in 2013/14

Cohort

10. This SFR reports on young people in KS4 and KS5 in the 2012/13 academic year and identifies their education and/or employment destinations in the 2013/14 academic year.
11. The base cohort includes students in English schools, colleges, and alternative provision. The coverage of destinations is explained in the 'Data sources' section below.

Alignment with performance tables

12. The cohort count for each institution predominantly aligns with the cohort count published in the performance tables. The cohort count at local authority (LA) and National level will not always align as the destination measures exclude some independent schools, which performance tables include (see Independent schools below). **Independent mainstream schools are not included in this provisional data but will be included in the revised publication.**
13. To align with the performance tables, a young person is included in the school/college figure if they have been flagged in the data as being included in the school/college 'number on roll'. To ensure that the young person isn't counted twice, their record is only included in the LA or national total if they have been flagged as being included in the LA's 'number on roll' or the national 'number on roll' respectively. This means that, even if the young person is included in more than one school/college, they should only appear once in the LA total and once in the national total. Also, some schools who participate in consortia arrangements for sixth form provision report at consortia level rather than at school level. Therefore school figures will not always add up to the LA totals, and LA figures will not always add up to the national total.
14. LA totals include students according to the LA in which their school/college is located. They are not based on the residency of the young person.
15. For further detail on the definition of the Performance Tables cohort, see the 2013 Performance tables.
(<http://www.education.gov.uk/schools/performance/2013/documents.html>)

Key stage 4 cohort

16. The 2012/13 cohort is obtained from the published performance tables (PT) where
 - Young people are identified as being at the end of KS4. In the majority of schools, students in year 11 in the 2012/13 school year were at the end of KS4, but some may have completed this key stage in an earlier or later year group.

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

- academy - convertor mainstream
- academies - sponsor led
- city technology colleges
- community schools
- foundation schools
- special (maintained) including free, academy convertor and sponsor led academy special schools
- special (non-maintained)
- free schools – mainstream and studio schools
- voluntary aided schools
- voluntary controlled schools
- university technical colleges

KS4 independent schools

18. Independent mainstream schools are not included in this provisional data but will be included in the revised publication. The revised data will include independent schools and be restricted to schools where the national pupil database (NPD) cohort matches exactly to the cohort from the awarding body data. If they did not align, the school will be excluded from the cohort of the destination measures. At KS5, all independent schools will be included in the revised data.

KS4 independent special schools

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

Pupils repeating year 11

20. Pupils who repeated year 11 were not picked up in the KS4 cohort but were picked up as a destination in a school or college. They were not picked up in a KS5 cohort unless they were also studying A level or other level 3 qualifications.

Key stage 5 cohort

21. The 2012/13 cohort is obtained from the published performance tables where:

- Young people aged 16, 17 or 18, were entered for A levels or other level 3 qualifications during the 2012/13 academic year; this is also referred to as '16-19'.

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

23. A student was only included in the cohort if they had been entered for at least one A level or other level 3 qualification. Someone who had been entered for a BTEC National Award is in our cohort, but someone who has been entered for AS Levels only is not in the cohort.

KS5 independent schools

24. **Independent mainstream schools are not included in this provisional data but will be included in the revised publication.** The destination measures KS5 cohort is for state-funded mainstream schools, independent schools, maintained, non-maintained and independent special schools plus the addition of further education colleges and sixth form colleges. The revised data will include all independent schools at KS5.

KS5 special schools

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

Academic age

26. The ages used throughout the publication are outlined in the table below. The publication refers to academic age, which is the age of the young person on the 31 August of the specified academic year, e.g. age at 31 August 2012 for the 2012/13 academic year.

Table 1 : Academic Age

2012/13 cohort		2013/14 destinations
Academic age of cohort (years)	Year Group	Academic age going to destination (years)
15	11	16
16	12	17
17	13	18
18*	-	19

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

Time lag

27. Creation of the destination measures requires a number of datasets to be matched to the pupil data in the national pupil database, one of which is awarding body (AB) data. The AB data used in this release are for the academic year 2013/14. 2014/15 AB data is also used to primarily identify destinations from independent schools but is not available until October 2015. To enable the publication to be made timelier, independent schools have been omitted from this release and will be included in the revised edition in January 2016. This publication is therefore reporting on 2012/13 KS4 and KS5 (A level or other level 3 qualification/s) students who went on to destinations in 2013/14 **but does not include independent mainstream schools.**

Education destinations: data sources and definitions

The national pupil database

28. Data from the national pupil database (NPD) were used to calculate the destination measure. The NPD is a longitudinal database linking pupil/student characteristics (e.g. age, gender, 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 maintained 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

29. The matching of these databases was undertaken at individual level using personal characteristics such as name, date of birth and postcode. A pupil matching reference (PMR) number was attached to allow linking of the data. The destinations were derived from linking the 2013/14 data sources to the 2012/13 cohort using the PMR number.

Independent schools data

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

Deferred HE offers (including 'gap year' students)

31. In addition to the data sources above, information on deferred HE offers was received from the Universities & Colleges Admissions Service (UCAS); this covers United Kingdom higher education institutions.

Definition of sustained participation in education destinations

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

33. Sustained participation is defined to be between October 2013 and March 2014 in the 2013/14 academic year, as this addresses change at the start of the academic year, where young people may switch courses or start later. It is also the measurement period that is closest to the point at which the young person left their former school or college and so is the period over which the institution has most influence.

34. Students who had completed the required two periods of attendance over the six months but with different providers (e.g. two months in a school sixth form followed by four months in a FE college) were included in the

measure, reported in a separate 'education combination' line.

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

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

36. Sustained participation was calculated using recorded start and end dates for participation within each of the relevant datasets.
37. In the ILR, the first month of an aim is counted as being 'in participation' if attendance occurred on at least the last day of that first month. Likewise for the last month of an aim, the ILR required attendance on at least the first day of the month. To bring census and HESA data in line with the ILR, the sustained participation for each learner has used the ILR methodology from the second year of the measure.

Calculation of sustained participation in awarding body data

38. 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 2013, it can be surmised the pupil had three months participation. If the pupil sat an exam in summer 2014 it has been assumed the pupil fulfilled the full six months participation from October 2013 to March 2014.

Calculation of sustained participation in alternative provision

39. Start and end dates are not shown in the AP census. For this reason, it is only known if a young person 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 providers

40. Sustained participation in SPIs is calculated using start and end dates.

Participation with different providers: 'Education combination' line

41. Students who have completed the required six months but with different providers (e.g. two months in a school sixth form followed by four months

in a FE college) were included in the measures, reported in the 'Education combination' line. The two blocks can be of unequal length but they must completely cover the 6 month participation period.

42. To be counted in the measures, the young person only needed to have completed two blocks of study; this did not have to be a term.

Employment, Training and young people NEET: data sources and definitions

NCCIS data

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

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

44. The matching of this database used the same methods as the education datasets outlined above. The NCCIS is a secure system that takes a data feed directly from the local databases (CCIS) that each English local authority maintains to support their work with young people. NCCIS is a key source of information on participation and is the only source of information on the numbers not in education, employment or training at a local authority level. Local authorities also use CCIS to record which young people have received a suitable offer of education or training or are in employment.

45. The measures for the areas with low coverage showed that a smaller proportion of young people have progressed to employment, or are NEET, than would otherwise be the case. The number for whom no activity is recorded was higher.

46. Although there were issues with the data used in the measures, work is underway to improve the data quality so as to reduce the numbers of young people in "activity not captured".

Part time employment

47. Part time employment is included under 'other employment' in the CCIS.

Sustained participation in employment and training destinations

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

Calculation of sustained participation in employment and training

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

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

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

Incorporating employment and training data into the measure

52. The full list of 2013/14 codes from the NCCIS database are in Annex 2. The following paragraphs explain how they have been included and reported in the measure.

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

Table 2 : NCCIS categories included in the measure

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

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

‘Education/employment/training combination’ line

55. If the employment and training participation did not meet the full 5 months sustained participation criteria but would be met if combined with educational participation, then the young person was included in the ‘education/employment/training combination’ reporting line.

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

Hierarchy of destinations

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

Destination not sustained

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

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

- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination, but had some participation at some point in the year September to August
AND
- They had insufficient October to March sustained participation to be included in a 'Combination' reporting line.
AND
- They had less than 3 months reported NEET in the October to March sustained participation period. (This includes those with no recorded NEET in this period).

Destination not sustained /recorded NEET

60. The majority of young people captured in 'Destination not sustained/Recorded NEET' were those who were recorded as having some education or employment participation in the year September to August but who did not have continuous participation from October to March and had more than 2 months reported NEET.

61. A young person was included in this reporting line if:
- They failed to meet the 6 month October to March sustained participation criteria for an education or employment destination but had some participation at some point in the year September to August
AND
 - They had insufficient October to March sustained participation to be included in a 'Combination' reporting line.
AND
 - They had more than 2 months reported NEET in October to March. (This includes those with 6 months recorded NEET in this period).
62. A young person was also included in this category if
- They had no education or employment destination participation at any point in the year September to August but did have a record of NEET at some point in the year September to August. The only information we have for these young people is that they were NEET at some time in the year.

Duplicates and double counts

Duplicate pupils within the base cohort

63. Duplicate pupils are young people who appear more than once in the cohort in the national pupil database (NPD). The NPD is a pupil level database which matches pupil and school characteristic data to pupil level attainment. This matching can lead to more than one match, as a pupil may appear more than once in the NPD resulting, for example, from a change of school or college, or dual registration. These records are valid and will remain in the cohort for each school and included in the measure. Excluding independent mainstream schools, the 2012/13 destination measure base cohorts had around 39 duplicates at KS4 and 10 at KS5.
64. Although duplicates were included at school and college level, some were omitted at LA and national level so that these young people weren't counted twice in the overall figures. It is accepted that some duplicates remain in the data.

Double counting across destinations

65. The linking of students across destinations (obtained from HESA, ILR, SC, SPI and awarding body data) identified a number of young people who appeared in more than one destination (i.e. more than one dataset) simultaneously. There were a number of reasons for this and processes were put in place to eliminate the double counts where possible. These are explained in Annex 3.

Definitions of destinations

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

DESTINATION	DEFINITION
Number of students (cohort)	This is the total number of students in the 2012/13 cohort and was used to create the denominator for the measure.
Total in a sustained education destination	Students that have gone on to any form of sustained education destination. This contained no double counting.
Further education college and sixth form college	Students that have gone on to FE colleges or sixth form colleges, as identified by the ILR.
Other FE provider	Students that have gone on to any provider in the ILR not identified as a sixth form college or FE college. See below for further explanation.
Independent school	Pupils that have gone on to independent schools. These destinations were identified from awarding body data.
School sixth form – state funded	Pupils that have gone on to school sixth forms. These destinations were identified from school census data.
Specialist post-16 institutions	Young people that have gone on to specialist post-16 institutions. These destinations are identified from Individualised Learner Record (ILR) data.
Alternative provision (AP) and pupil referral units (PRUs)	<p>Data on pupils in PRUs includes those who have their primary registration at a PRU or AP academy (including AP free schools).</p> <p>Data on children in alternative provision refers to pupils who were attending a school not maintained by a local authority, where the authority was paying for the full tuition or who were educated under arrangements made (and funded) by the authority, but not in a school or a pupil referral unit (e.g. pupils educated in community homes or units).</p> <p>Attendance via AP for a period of time in the first five months of the academic year was used as a proxy for sustained participation.</p>

DESTINATION	DEFINITION
Special schools	Pupils that have gone on to maintained, non-maintained or independent special schools.
Apprenticeships	<p>Apprenticeships are not counted as destinations in their own right for the purposes of the destination measures but are included within other reporting lines. Apprenticeships are a subset of other reporting lines and are also identified separately within the table.</p> <p>Young people were counted as being on an apprenticeship if they participated in relevant learning at any time during the October to March participation period providing that they met the sustained education criteria.</p> <p>They are identified within the ILR data by means of the variables funding stream and programme type, as designated by the Data Service.</p>
UK higher education (HE) institution	<p>Students that have gone on to any HE institution (HEI) in the UK.</p> <p>Due to the very small numbers reported in the HEI line for KS4, it was not possible to show further breakdowns for this cohort.</p>
Breakdown of HEIs (KS5 only)	<ul style="list-style-type: none"> • Top third of HEIs (see below for methodology) <p>Subgroups of the top third of HEIs are also shown:</p> <ul style="list-style-type: none"> ○ Oxford and Cambridge universities ○ Russell Group institutions (including Oxford and Cambridge) <ul style="list-style-type: none"> • All other HEIs (excluding top third institutions) • Other HE providers (excluding all institutions included in the lines above). See below for further explanation.
Education combination	<p>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 <i>different</i> from the double counts where students were attending a school and a college <i>at the same time</i>, with an equal number of learning aims at both, over the six month period.</p> <p>This combination line does not include AP as sustained participation information was not available here; it was only known if they attended for a period of time in the first five months of the academic year.</p>

DESTINATION	DEFINITION
Employment and/or training	<p>Young people who were recorded as having been in employment and/or training for at least 5 months of the sustained period, October to March. It is an aggregation of the following groups:</p> <ul style="list-style-type: none"> • Employment with training: this incorporates full time employment that has training leading to NVQ level 2 or where the employer offers a structured package of good quality training. • Other employment: This includes part time, temporary and full time work. Some job-related training may be offered but this does not meet the requirements in the category above. • Other training: This includes training recorded in the NCCIS dataset.
Education/ employment/ training combination	<p>If the employment and training participation does not meet the full 5 months sustained participation criteria, but the criteria would be met if combined with educational participation and participated for 6 months, then the young person was included in the 'education/ employment/training combination' reporting line.</p>
Destination not sustained	<p>This includes young people whose records show that for the majority of the 6 month period the student was participating in either an education or employment/ training destination but did not have continuous participation October to March. Even if the young person also had some record of NEET during this time they would be captured in this line, as it is primarily capturing those with young people just missing out on sustained participation.</p>
Destination not sustained/recorded NEET	<p>Young people captured in 'Destination not sustained/ recorded NEET' are those who were recorded as having education or employment/training participation in the year September to August, but did not have continuous participation from October to March, and had more than 2 months reported NEET between October to March. It includes young people who have no activity recorded except for an indication of being NEET in the year.</p>

DESTINATION	DEFINITION
Activity not captured in the data	<p>This covers young people who were not found in an education dataset or were not recorded in the NCCIS as being in employment or NEET. A young person may not appear in the data because the young person was attending an independent school not captured in our data, a Scottish or Welsh college or school, they had left the country, were in custody or their whereabouts were not known.</p> <p>This line reports the proportion of young people that were in the cohort but were not found in our source datasets. It also covers young people who registered at an institution but did not attend any learning activity.</p>
Recorded as UCAS acceptance for deferred entry into HE (including 'gap year')	<p>This is an estimate of young people who have been accepted through the UCAS system for entry into the following academic year (many of those taking a 'gap year' before entering higher education will be accepted through UCAS in this way). Not all such deferred acceptances will translate into entrants and young people may enter HE that year through other routes, including applying in another UCAS application cycle.</p> <p>Deferred acceptances are not reported as a distinct destination so could also be included in the 'Destination not sustained', 'Destination not sustained/Recorded NEET' and 'Activity not captured in data' reporting lines.</p> <p>Young people were only captured in this reporting line if they were not present in any other data source. So, for example, if a young person had accepted a deferred offer but was recorded in the NCCIS as being in employment, they were only reported in the 'employment' reporting line.</p>

FE providers

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

- Any young person identified in more than one FE institution type was allocated to where most of their learning was carried out, according to their learning aims.
- Any young person with an equal number of aims in two different FE institution types was allocated to the 'Other FE provider' line.

68. In addition, a number of young people were identified within the HESA

data as being registered for FE level study i.e. they were undergoing FE study within a HEI. These young people were also reported in the 'Other FE provider' category.

Other HE Providers

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

Calculation of the top third of HEIs

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

71. The HEIs included in this group change every year; although 88% of HEIs remained in the top third for 7 consecutive years, from 2006/07 to 2012/13. The latest top third list is for 2012/13. The calculation is restricted to the top three A level attainment; pupils who study other qualifications at key stage 5 will be excluded.

72. A small improvement was made to the methodology for the identification of the most selective group of higher education institutions (HEIs). Students with no A level points recorded on the database have been removed from the calculations. This has increased the mean scores of HEIs, but the identification of the top third most selective HEIs otherwise remains the same.

73. Annex 1 lists the HEIs in the 'Top third of HEIs' and Russell Group. Further information is also available in tables 3a and 3b and Annex B in the BIS

Widening Participation in Higher Education publication
(<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2014>)

Other Reporting Issues

Comparisons with previous year

74. 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.

School Sixth Form Consortia/Feeders

75. Schools can engage in consortium arrangements for sixth form provision. Some schools report at school level and some report at consortia level. Where they report at consortia level it is necessary to remove all but one of the feeder schools, when aggregating up to Local Authority and national level, to avoid double counting. All feeder schools are identified with a ♦.

76. Overall consortia results are reported as a separate line at school level under the heading Sixth form centre/consortia. The exception is Harris Federation Post-16 sixth form consortia where only aggregated results are reported at institution level and not individual feeder schools. In the local authority tables, Harris consortia are included under one LA: 306 (Croydon).

77. For UCAS data on accepted deferred offers, we have published figures on the feeders and the overall consortia figure.

Characteristics data

78. For KS4, gender, ethnicity, pupils eligible for and claiming free school meals and disadvantaged pupils were captured at year 11 from the NPD. Special educational needs (SEN) were captured at year 11 from the NPD and census.

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

Ethnicity

80. The major ethnicity groups are comprised as follows:

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

Special Educational Needs

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

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

KS5 Pupils with SEN and Learners with LDD

82. Destinations after KS5 are shown for young people with SEN and learners with learning difficulties and disabilities (LLDD). The distinction between students with SEN and learners with learning difficulties and disabilities is based on the differing recording systems between schools and 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.

83. SEN indicators were taken from the 2012/13 school census at KS5 and LLDD indicators were taken from 2012/13 ILR. Learners were included if they had an indicator at any point during the year. As SEN is only applicable for young people in schools and LLDD is only applicable for colleges, the institution level information is presented in separate tables for schools and colleges.

Disadvantaged pupils

84. KS4 data are broken down to show destinations for disadvantaged pupils. In this publication, disadvantaged pupils are defined as those who were eligible for free school meals at any point in the previous six years or having been looked after continuously for at least 6 months. These are the pupils who would have attracted the pupil premium at the end of the 2012/13 academic year.

85. KS5 data are still only shown by free school meals. This is because the cohort relates to students taking A level or other level 3 qualifications in 2012/13; pupil premium was not introduced until September 2011, after these students had left compulsory education.

General

Suppression

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

87. *In all tables:*

- Any institution with fewer than 6 pupils in their 2012/13 cohort has had all of their data suppressed; the figures have been replaced with an 'x'. Schools with no pupils in the cohort are shown with a '.'.

- For the main tables, any figure lower than 3 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').
- For the characteristic tables, any figure lower than 6 has been suppressed and replaced by an 'x'. Zeros remain zeros (unless already replaced by '.').

88. At national, LA, regional and parliamentary constituency level:

- All numbers have been rounded to the nearest 10

89. At institution level:

- Totals have been rounded to the nearest 10, with values of 3 and 4 left unchanged to avoid rounding to zero. This has been applied to:
 - 'number of students',
 - 'overall sustained education or employment /training destination'
 - 'sustained education destination' and
 - 'UK Higher Education Institution' for KS5
- All other destination breakdowns have been rounded to the nearest 5
- The only exception to these rules is 'Deferred HE acceptances' data from UCAS where values of zero, 1 and 2 have been suppressed and replaced with a '*'. Note that this is the only column where a zero has been suppressed. Some values have been suppressed due to possible disclosure by totalling values elsewhere.

90. These rules are also applied to the percentages tables, so that numerators of less than 3 are suppressed in the main tables and numerators of less than 6 are suppressed in the characteristics tables. Percentages are calculated using unrounded data.

Symbols used in the publication

91. The following symbols have been used in this publication:

- (0) zero
- (x) small number suppressed to preserve confidentiality
- (.) not applicable

- (-) positive % less than 0.5
(*) 0, 1, 2 suppressed in UCAS data only

Experimental Statistics

92. The statistics are published as "experimental statistics" and do not display the National Statistics logo, as data are still being evaluated and remain subject to further testing in terms of their reliability and ability to meet customer needs. As improvements are made to the methodology of the measure, the data will be judged to establish whether the statistics meet the quality standards to be published as National Statistics in future years.

BIS Widening Participation Measure

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

- Estimated proportions of pupils with and without free school meals (FSM) who progressed to higher education
- Estimated proportions of pupils from independent and state schools progressing to higher education and progressing to the most selective higher education institutions (HEIs)

94. There are some key differences between these measures and the DfE destination measures. First, the DfE measures consider those progressing to all destinations including higher education (HE), further education colleges and school sixth forms, and those going into employment, whilst the BIS measure only considers those who progress to HE.

95. In addition, the DfE measures only include those who are in sustained participation during the first two terms after KS4 or taking A level or other level 3 qualifications, whilst the BIS Measure is looking at HE participation by the time the students reach academic age 19, which is potentially a year after completing the qualifications.

Comparisons with the BIS free school meals measure

96. The BIS measure covers pupils aged 15 in state-funded schools, by free school meal status at age 15, who entered HE by age 19. The DfE KS5 destination measure looks at young people in the October to March after taking A level or other level 3 qualifications.

Comparisons with the BIS most selective HEI measure

97. The DfE measure includes those entered for A level or other level 3 qualifications aged 16-18, whilst the BIS measure includes those who studied at least one A Level at academic age 17. Further information can be found in the BIS Widening Participation Measures publication.

<https://www.gov.uk/government/statistics/widening-participation-in-higher-education-2014>

BIS FE Choices learner destination measures

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

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

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

101. The FE choices learner destination measures can be found at the FE Choices webpage. (<https://www.gov.uk/government/statistical-data-sets/fe-choices-performance-indicators>)

DfE Participation in Education, Training and Employment SFR

102. The most recent statistical first release (SFR) on Participation in Education, Training and Employment was published by the Department for Education (DfE) on 25th June 2015, including data up to end 2014.

<https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-age-16-to-18--2>

103. This SFR 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.
104. Destination measures include students who are in sustained education, employment or training, defined to be the two terms after KS4 or taking A levels or other level 3 qualifications. There are also separate figures showing students who did not fulfil the participation criteria. The first, 'destination not sustained', includes students who were participating in either an education or employment/training destination but did not have continuous attendance from October to March. The second category 'destination not sustained/recorded NEET' mainly includes those who did not have continuous participation and had more than 2 months NEET.
105. Any differences between the destination measures and the Participation SFR can be expected for two main reasons:
- (i) The destination measures are based on a sustained destination over 6 months (October-March), whereas the Participation SFR just requires participation at a point in time, or snapshot, around the end of the calendar year. As the destination measures' requirement is for sustained participation, with all other things being equal, this will result in lower numbers of young people being counted as being in an education or employment/training destination as they need to be participating for at least 6 months.
 - (ii) The Participation SFR covers a different cohort of young people. For academic age 16 year olds it includes the education destinations of the entire cohort of academic age 16 year olds in England. The destination measure in this SFR, however, defines the cohort of young people based on what stage of education they were at in the previous year. In particular, the key stage 4 figures show the education destinations of young people who completed key stage 4 in the previous year; hence it's the 2012/13 KS4 cohort and their education destinations in 2013/14. For the most part the vast majority of the key stage 4 cohort were in fact in year 11 at school, and of academic age 15, in 2012/13. For this reason there will be a strong overlap between the key stage 4 education destinations statistics

and the Participation SFR statistics for academic age 16 year olds at end 2013.

106. The key stage 5 cohort for destination measures is defined as young people who entered A level or other level 3 qualification, in state-funded schools and colleges, at academic age 16-18 (2012/13 in this SFR). It shows their destinations the following year, when aged 17-19. The Participation SFR does not include statistics for 19 year olds, and describes the education outcomes for all academic age 16-18 year olds in England, irrespective of what they were doing, or where they were in the previous year. As such the KS5 statistics in the destinations measure and the age 16-18 statistics in the Participation SFR are not directly comparable.

Annex 1: Top third most selective institutions

This was calculated according to mean UCAS A level tariff score of entrants.
The latest top third list available is for 2012/13.

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

University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of St Andrews
University of Strathclyde
University of Surrey
University of Sussex
University of Warwick
University of York

Russell Group

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

Annex 2: NCCIS codes

Active	Activity	Code
IN LEARNING	Full time education	
	School Sixth Form	210
	Sixth Form College	220
	Further Education	230
	Higher Education	240
	Other post 16 education	270
	Full time training	
	EFA delivered work based learning	410, 420
	Other training	430
	Traineeship	450
	Supported internships	460
	Full time employment	
	Apprenticeship	310
	Employment combined with accredited training	320, 381, 550
Employment with locally recognised training	340	
Job without training	330, 350, 380	
Not settled		
NOT SETTLED	Not settled - Active	
	Available to the labour market	610 - 619
	Part time education	250
	Part time employment	360
	Re-engagement activities	530
	Working not for reward	540
	Not settled - Not Active	
	Supporting family - young carers	620
	Supporting family - teenage parents	630
	Illness	640
	Pregnancy	650
	Custodial Sentence	710
	Asylum seekers without citizenship	720
	Other reason	660, 670, 680
others		
Moved out of contact cannot be contacted	820	
Current situation not known	810	
Refused to disclose activity	830	

Annex 3: Double counting

Mismatching

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

ILR and School census (SC) or HESA double counts: Unfunded students

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

SC and ILR or HESA double counts: Subsidiary pupils

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

ILR and SC double counts: Minor aims

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

HESA and ILR or SC double counts: Learning aims

111. Double counts also appeared simultaneously in the HESA and the ILR or SC data. These double counts were removed from the ILR or SC as it

was decided to remove the lower level of aims; the majority of aims in the ILR or SC were at level 3 and above, whilst the majority of aims in the HESA database were HE aims at level 4 and above.

112. Some students were shown as double counts in the HESA and ILR or SC but the HE Course Aim reference indicated that the HE record was for a modular element supplied to the school or college by HEIs such as the Young Applicants in Schools Scheme (YASS) run by the Open University and other HEIs participating in Higher Education Modules in Schools (HEMiS). In these instances the student was not allocated to the HEI but was recorded as a destination in the ILR or SC.

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

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

Special schools and ILR, school census or awarding body data

116. Young people were identified as being simultaneously in colleges and special schools. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the young person was allocated to the special school.
117. Where young people were identified as being in both a special school and a mainstream school, the pupil was allocated to the special school if the mainstream school census recorded the pupil as having an enrolment status of “Subsidiary”. Otherwise the young person was allocated to the mainstream school.

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

SPIs and ILR, school census or awarding body data

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

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

121. For young people identified as being in an SPI and a special school or pupil referral unit (PRU), the young person was allocated to the SPI if the special school or PRU census recorded the pupil as having an enrolment status of “subsidiary”. Otherwise the young person was allocated to the special school or PRU.

Pupil referral unit (PRU)

122. Young people were identified as being simultaneously in PRUs and colleges. If the ILR indicated that the student was being funded by the EFA, the student was allocated to the college. Otherwise the young person was allocated to the PRU.

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

124. For young people identified as being in a PRU and special school, the young person was allocated to the PRU if the special school recorded the young person as having an enrolment status of “subsidiary”. Where both the PRU and special school recorded the young person as having an

enrolment status of “subsidiary”, the young person was allocated to the special school.

125. Where young people were identified as being in a PRU and SPI, the young person was allocated to the SPI if the PRU census recorded the pupil as having an enrolment status of “subsidiary. Otherwise the young person was allocated to the PRU.

Alternative provision

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

Remaining double counts

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



Department
for Education

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