DESTINATION MEASURES – QUESTION AND ANSWER BRIEF (JULY 2012)

QUESTIONS AND ANSWERS

1. Most common questions

1.1 What is the latest news on Destination Measures?
Education Destination Measures were published for the first time on 17th July 2012. The measures will show the percentage of students progressing to further learning in a school, Further Education or 6th form college or Higher Education institution, and the percentage training through an Apprenticeship or work-based learning.

1.2 Who is included in the Destination Measures?
The Key Stage 4 (KS4) Measure has been produced for all maintained, mainstream schools with a KS4 cohort, including Academies. The data includes all students included in the school’s 2009 KS4 Performance Tables.

The Key Stage 5 (KS5) Measure includes maintained, mainstream school sixth forms, Sixth Form and FE colleges. For this year only, the KS5 measure includes only students who were entered for a level 3 qualification and were included in the 2009 KS5 Performance Tables.

1.3 How can I access the data?
The Destination Measures data have been published as a Statistical First Release (experimental data) (SFR) on the Department for Education Data Research and Statistics Website. It can be accessed at: http://www.education.gov.uk/rsgateway/DB/STA/t001076/index.shtml

1.4 How can I give feedback on the data?
As these are experimental statistics we are keen to receive your feedback on the data and their publication. Feedback can be provided via the questionnaire; a link is provided within the SFR. The deadline for sending feedback is 01 October 2012.

1.5 I have further queries and comments on the introduction of Destination Measures. Who should I contact?
If you have further questions, feedback or comments on the Destination Measures please contact us at Destination.measures@education.gsi.gov.uk.

2. The measures

2.1 What do you mean by Key Stage 4 and Key Stage 5 Destination Measures?
The Key Stage 4 Destination Measure provides data on the destinations of young people in the year following compulsory schooling.

Key Stage 5 Destination Measure applies to the data published in July 2012. This includes all learners who were aged 16-18 in the 2008/09 academic year and were entered for A level or equivalent qualifications. The Measure will report on their destination in 2009/10, even if they have not left the institution.

2.2 What do the Destination Measures show this year?
We are introducing two Destination Measures which will show the education routes young people take the year after KS4 or taking A level or equivalent qualifications.

- The KS4 measure will be based on activity at academic age 16 (i.e. the year after the young person left compulsory schooling).
- The KS5 measure will be based on activity in the year after taking A level or equivalent qualifications.

### 2.3 For which cohort of students have education destinations been published?

On 17th July we published the education destinations of the 2008/09 cohort into 2009/10 destinations.

- For the KS4 Measure this means the destinations of those students who were included in the KS4 Performance Tables cohort in 2008/09.
- For the KS5 Measure this means the destinations of those students who were included in the 2008/09 KS5 Tables, which is only those entered for A level or equivalent qualifications.

### 2.4 At what point is the percentage of students that continued in education or training measured?

The Measures are based on participation in education or training in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or equivalent qualifications. This will encourage schools and colleges to support and prepare their students to take up education or training which offers good long term prospects. 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 point over which the institution has most influence.

Whilst the KS4 Measure shows the destination of a young person in the year following compulsory schooling, the 16-18 measure will provide information on their progress through the 16-18 phase of learning.

For this year only, the KS5 measure will provide information on their progress the year after they have been entered for an A level or equivalent qualification.

### 2.5 What information have you published?

We have published headline data on the proportion of a school or college’s students that went on to participate in education or training the year after they left KS4 or took A level or equivalent qualifications. We have also provided national and local level data for context.

### 2.6 Why do the Measures only include education destinations?

Destination Measures are being developed and published in two phases. This is because we need to use data from a number of different sources. For employment destinations we will include data from the National Client Caseload Information Service (NCCIS). We were unable to use this data until the Education Act 2011 was passed and allowed us to do so.

- Phase 1: We published measures that capture all education destinations, including apprenticeships and work-based learning on 17th July 2012.
• For phase 2, we will work on including the more complex employment destinations and, if the data are robust enough, we aim to publish both education and employment destinations in Spring 2013.

3. Data publication

3.1 Where have you published the data?
We have published the data as experimental statistics in a Statistical First Release (SFR) on the Data, Research and Statistics section of the DfE website. The SFR can be accessed at: http://www.education.gov.uk/rsgateway/DB/STA/t001076/index.shtml

3.2 Why are the data labelled as experimental statistics?
Experimental statistics are new official statistics that are undergoing evaluation. These statistics are published as ‘experimental statistics’ as this is the first occasion these matched data have been available and the first occasion that such statistics have been produced. They are being published in order to involve users and stakeholders in their development and as a means to further improve the quality of the measures in the future.

3.3 You have said you are seeking feedback on the data and publication of the Measures. How will you do this?
A key reason for publishing Destination Measures as experimental statistics is to allow us to develop and evaluate the methodology and publication of the Measures prior to moving towards publication in Performance Tables. It is therefore important that we receive feedback on this year’s publication. To assist with this, people accessing the data are requested to complete a short questionnaire; a link is provided within the Statistical First Release.

This questionnaire provides the opportunity for our users to share their views on how the first release of Key Stage 4 and Key Stage 5 Destination Measures has met their needs, how the Statistical First release/technical note could be developed and analysis you would ideally like to see incorporated into the next release. The deadline for completion of the questionnaire is Monday 01 October.

We are also happy to receive questions and further comments through the Destination Measures mailbox (Destination.measures@education.gsi.gov.uk).

3.4 Who can access the data?
The data can be accessed by anyone who visits the Data, Research and Statistics section of the DfE website. This can be found at: http://www.education.gov.uk/researchandstatistics. The direct link to the data is: http://www.education.gov.uk/rsgateway/DB/STA/t001076/index.shtml

3.5 I thought the Measures were going to be published in Performance Tables – why is this not the case?
Our aim is to publish both the KS4 and 16-18 Destination Measures in Performance Tables in the future. However, before we do this we have to fully test and evaluate
the data. This is why we are publishing them as experimental statistics in the Data, Research and Statistics section of the DfE website this year. This means they are fully accessible to anyone who wishes to see them. It will be for the ‘market’ or local communities, parents and prospective students to hold schools and colleges to account through their choices (and if the local or national press pick it up and run ‘league’ tables as they do for other information currently published in Performance Tables – e.g. on attainment)

3.6 How were the data in the tables produced/what methodology was used?
A full explanation of the data and methodology used for developing the Measures is set out in the Technical notes in the Statistical First Release.

3.7 What documents are available to help me understand the data?
The Technical notes in the Statistical First Release explains how the measures were produced and rules we put in place to determine how the destinations of young people should be recorded. The footnotes in the tables explain what the data do, and don't, include.

4. What the measures look like in 2012

4.1 What do the KS4 Measures show in 2012?
The headline data at national level (England) show that:

- 85% of young people were recorded as being in sustained education in the year after they took their Key Stage 4 qualification/s.
- School Sixth Form (36% of all young people) and Further Education College (33%) were the most popular destinations; 12% of young people were studying in a Sixth Form College.
- 4% were taking an Apprenticeship at these institutions.

- 9% of young people did not fulfil the two term criteria for sustained attendance at an education destination.
- 6% of young people were not captured in the destination data. These young people may have been in employment, on a gap year, left the country, not in employment, education or training (NEET) or attending a Scottish or Welsh school or college.

4.2 What do the KS5 Measures show in 2012?
The headline data at national level (England) show that:

- 64% of young people were recorded as being in sustained education in the year after they took their A Level or Equivalent Qualification:
  - 8% were studying in a Further Education College, with a further 2% studying in a school sixth form or sixth form college
  - 2% were taking an Apprenticeship at these institutions.
  - 52% went onto a Higher Education Institution, with 1% studying at the University of Oxford or Cambridge and 8% at a Russell Group University.

- 8% of young people did not fulfil the criteria of sustained attendance for the period October to March.
28% of young people were not captured in the destination data. These young people may have been in employment, on a gap year, left the country, not in employment, education or training (NEET) or attending a Scottish or Welsh school or college. The KS5 Measure also includes this information at local and institutional level.

4.3 Why do the Measures include so many young people with destinations which are not captured in the data? Doesn't this distort the measures?
The Destination Measures published this year only include destinations of students progressing to a sustained education destination. Where such a destination could not be identified for a student they are shown either as ‘Education destination not sustained’ or destination ‘Not captured in the data’. In 2012 the ‘Not captured in the data’ category includes a wide range of possible destinations including those in employment (which will be shown as a separate destination in 2013), young people NEET, gap year students, students attending a Welsh or Scottish school or college, volunteers, work experience and intern placements. Therefore some young people with positive destinations are undifferentiated from someone doing nothing at all. We have provided detailed notes alongside the statistics to explain the wide range of possible activities that the ‘Not captured in the data’ category includes.

We do recognise that some schools and colleges have a large number of young people whose destinations are not captured in their data this year, even though they may know that some students went on to positive destinations, such as employment. For next year, we aim to also include employment destinations in the Measures.

As we develop the Measures further over the next few years we will work to include a wider range of destinations in the data and to reduce the number of young people whose destinations are not captured.

4.4 For the KS5 Measure only those young people included in KS5 performance tables and entered for A level or equivalent qualifications are included. Why?
We want to provide information on as many young people as possible. However, the only cohort available to us this year is the cohort reported in KS5 Tables which is limited to students entering A level or equivalent qualifications. This is a proportion of the whole 16-18 cohort.

4.5 How are AS levels treated in the KS5 Measure?
The qualifications included in the KS5 tables are on the basis of their equivalence with A levels; a qualification’s ‘equivalence’ is quantified by looking at its size and the level of challenge it poses compared to an A level. An ‘AS’ is a Level 3 qualification but students only get included in the cohort if they have undertaken a qualification equivalent to the size of an A-level

A student is only included in the cohort if they have been entered for at least one A level or equivalent qualification. Someone who has been entered for a BTEC National Award will be in our cohort, but someone who has been entered for AS Levels only will not be in the cohort.
4.6 How have you recorded young people whose destination is Higher Education undertaken in a Further Education institution?
Students studying at HE level in a Further Education College are included in the HE Reporting lines under ‘Other HE provider’ if all their learning aims are being studied at HE level. Where a mix of HE and FE aims is being studied then they are reported in one of the FE lines only and they are not reported in the HE lines.

5. Data Content

5.1 What is included in the data published on 17th July 2012?
This year we have published data on education destinations. The Measures show the percentage of students continuing their education in school, Further Education or 6th form college or Higher Education institution, and the percentage training through an apprenticeship or work-based learning.

5.2 What do the Measures published this year show?
The Measures show the percentage of students continuing their education in school, Further Education or 6th form college or Higher Education institution, and the percentage training through an apprenticeship or work-based learning.

5.3 What do the Measures published this year not show?
Where we are unable to identify an education destination a student is shown as destination ‘Not captured in the data’. This includes a wide range of possible destinations including employment destinations (which we intend to show as a separate destination in 2013), young people NEET, gap year students, students attending a Welsh or Scottish school or college, volunteers, work experience and intern placements. As we develop the Measures further in the future we will seek to reduce the size of the ‘Not captured in the data’ group.

5.4 Using a 2008/09 cohort produces a very long time lag. Why can’t the measures be produced for a later, more relevant, cohort?
We recognise that there is a time lag between a cohort of students leaving an institution and the data on their destinations being published. This time lag is because we are measuring sustained participation in the next destination, that is, the student has to participate for the period October to March. We need to wait for that period to elapse and then we have to match various datasets together to arrive at the complete destination picture which takes some time.

5.5 Are actual or intended destinations counted as part of the Measures?
We are using data on actual destinations. In phase one all of the data used comes from the Individual Learner Record (ILR), Higher Education Statistics Agency (HESA) and school census - which record actual participation in learning. In phase 2 we will include data from the National Client Caseload Information Service (NCCIS) – so again it will be based on actual destinations of young people. Where actual destinations are not known, these students are included under “Not captured in the data”.

5.6 Training providers are not included in the Measures. How will you show the destinations of young people who go to a training provider?
Where a young person progresses from a school or college to a work based training provider we do show that destination as a positive destination for the former school or college. When that young person then leaves the work-based training provider (to go on to employment or further learning) that further destination is not shown in our measures because we do not publish information about work based training providers in the Performance Tables, which only cover schools and colleges.

However, where that work-based learning is an apprenticeship, the destination from the apprenticeship will be published in FE Choices, the Department for Business, Innovation and Skills publication for the FE sector.

5.7 What is the relationship between Destination Measures and FE Choices? Is there any overlap? Why do you need two measures?

FE Choices is the Department for Business, Innovation and Skills (BIS) publication for the FE sector. It currently reports on the performance of institutions, including Training Providers, against a range of criteria, including Learner Destinations, for all that Institution’s students, regardless of age. The Destination Measures, published by the Department for Education (DfE), are based only on those institutions which are reported on through the DfE Performance Tables, i.e. schools and colleges. They are also age-bound – reporting the destinations of young people at KS4 and between 16 and 18.

In July 2012, when DfE publish education destinations for the first time, FE Choices will also include information on the 2009/10 destinations of 16-18 year olds in colleges and apprenticeships. However, from early 2013, when FE Choices will report on 2010/11 destinations, they will only report on the destinations of 16-18 year olds in apprenticeships. From that point on, all 16-18 year olds in schools or colleges will only have their destinations reported through DfE Destination Measures.

5.8 How do these data differ from those in the Statistical First Release (SFR) on Participation of 16-18 year olds?

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

Destination Measures, however, include students who are in sustained education, defined to be the two terms after KS4 or taking A levels or equivalents. There is also a separate figure showing ‘education not sustained’ which captures students who were in education but who did not meet the criteria for continuous attendance from October to March. Although the Destination Measures figures are not directly comparable to those in the Participation SFR due to differences in the base cohort, some comparisons can be made: If the figures for ‘Sustained education destination’ and ‘Education destination not sustained’ are combined, it can be seen that this overall figure is fairly similar to the ‘Education and WBL’ figure in the Participation SFR:

- For KS4, the combined Destination Measures figure for ‘sustained education destination’ and ‘not sustained education’ is 94% comparing to the ‘Education and WBL’ figure in the Participation SFR of 94% for the end of 2009.
• For KS5, the combined Destination Measures figure is 72%. There is no directly comparable figure for 'Education and WBL' figure in the Participation SFR, as the published statistic corresponds to the whole cohort of 16-18 year olds, rather than a subset of 17-19 year olds who have taken A levels or equivalents in the previous year as reported in the Destination Measures. The Participation SFR estimated that 79% of all 16-18 year olds were in 'Education and WBL' at the end of 2009.

5.9 Why do these data differ from those in the Statistical First Release on Participation of 16-18 year olds?
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 education 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 destination.

(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 2008/09 KS4 cohort and their education destinations in 2009/10. 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 2008/09. For this reason there will be a very strong overlap between the Key Stage 4 education destinations statistics and the Participation SFR statistics for academic age 16 year olds. However, a further difference is that the Destination Measures only consider the education destinations of those in maintained schools; it does not include young people in independent schools. The outcomes of all academic age 16 year olds are included in the Participation SFR statistics.

The Key Stage 5 cohort for Destination Measures is defined as young people who entered A level or equivalent qualifications, in maintained schools and colleges, at academic age 16-18 (2008/09 in this SFR). It shows their education 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.

6. Use of the Data

6.1 What do the figures tell me?
The figures show what percentage of a school or college’s students progressed to a sustained education destination in October to March of the year after they left the
school or college. This is broken down into different types of education and training, including further learning in a school, a Further Education or 6th form college course, an Apprenticeship, work-based learning or Higher Education destination. They also tell you what percentage of the institution’s former pupils went onto an educational destination but did not participate for the whole of the period October to March and the percentage whose destination is not captured in the data.

6.2 What don’t the figures tell me?
The figures do not tell you the specific institution or course to which a school or college’s students progressed or the level of qualification they are taking. They also do not include information on the student’s characteristics, for example if they received free school meals or have Special Educational Needs, though we aim to include this information in the data published in 2013.

In 2012 the figures show education destinations only – so they don’t tell you the percentage of former students who progressed into employment. We aim to include information on destinations into employment in the data we publish from 2013.

The figures also do not tell you how many of the institution’s former pupils are not in any form of education, employment or training.

6.3 How can I use the data?
If you are a school or college, you can use the data to understand what your former pupils went on to do in the year after they left your institution. You can use this information to assess how well you prepared your students for future education, for example through enabling them to take qualifications that offer them the best opportunity to progress and providing the independent and impartial careers guidance and support needed to prepare for continuing in education or training which offers good long term prospects.

If you are a student or parent, you can use the data to assess the success of a school or college in helping their pupils to progress to a sustained education destination after they left the institution. This will help you to make informed choices based on the performance of schools and colleges in your area.

You can use the data to compare the destinations of students from different schools and colleges in your area, or in similar circumstances. You can also compare the performance of a school or college against national and local level data.

6.4 Why is it important to know the destinations of a school or college’s former students?
We know that there are many considerations to take into account when a student or parent is choosing a school or college. We aim to put as much data into the public domain as possible to help people make an informed choice. Historically we have only provided attainment information, but there is much more a school or college should do to support and prepare their students for future education, training and employment. Including destination information broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their offer and mission.
6.5 What do the data tell me about the quality of Careers Guidance in the school or college?
Although the Destination Measures data do not enable a direct link to be made between careers guidance and the destinations of former students, we do know that young people who receive high quality independent and impartial careers guidance and transition support are more likely to make the right choice of post-16 education or training. As a result, they are more likely to progress to education or training which offers good long term prospects.

We believe that the destination measures will encourage providers to focus on ensuring that all their students have the support and opportunities they need to progress to the next stage of learning or their career. This includes enabling them to take qualifications that offer them the best opportunity to gain the skills they need, providing impartial, independent careers guidance and supporting them to prepare for continuing in education or training.

6.6 How can people use the KS5 data this year when it is so narrowly focused?
The KS5 destination data will still give schools and colleges a useful indication of the numbers of students taking A level or equivalent qualifications who progress to education destinations. Because the data will also give local and national percentages, providers will be able to benchmark their own performance to see if they are providing similar or better progression rates as their peers. This should enable institutions to reflect on their support for university applications, or links with further education or apprenticeship providers.

7. Focus of the measures

7.1 Why have you only published data on education destinations this year?
Destination Measures are being developed and published in two phases, beginning with education destinations in phase one (this year). This is because we need to use data from a number of different sources. For employment destinations we will include data from the National Client Caseload Information Service (NCCIS). We were unable to use this data until the Education Act 2011 was passed and allowed us to do so. We are now starting work on testing this data for use in phase two of the measures.

7.2 Why focus on participation at academic age 16 for the Key Stage 4 Indicator?
The decision to focus of the Key Stage 4 indicator on participation at academic age 16 (actual age 17) was taken for a number of reasons:
- It supports Raising the Participation Age in 2013 to end of academic year they turn
- The measure focuses attention on the whole cohort and on all learning routes.
- This is the measurement point closest to the point at which the young person left school and so is the point over which the school has most influence.

7.3 Why does the KS5 Measure focus on progression to higher education (HE) in phase one, when the majority of 18 year olds do not progress to HE?
Destination Measures are being developed and published in two phases, beginning
with education destinations this year. This includes destinations into further education, Apprenticeships and other work-based learning, as well as higher education destinations. Education destinations have been published first because that data is available now. In the longer term we are committed to developing the data to enable us to report on the destinations of as many young people in each cohort as possible. That is why we included legislation to allow us to use National Client Caseload Information Service (NCCIS) in the Education Act 2011.

7.4 Doesn’t publishing only education destinations exclude a lot of young people who go into positive destinations such as employment? We do recognise that some destinations are missing from the data in 2012 and that this gives only a partial picture of the destinations of former students for some schools and colleges. We have provided detailed notes alongside the statistics to make it clear what the data does, and doesn’t, include.

However we believe that making the data available as early as possible signals our commitment to put destinations data in the public domain. This is particularly important as we prepare for raising the participation age from 2013.

From next year we aim to publish both education and employment destinations for all young people who leave their KS4 or post-16 education at age 16, 17 or 18.

7.5 The KS5 Measure includes breakdowns of the HE data to show the percentage of students going to Oxford, Cambridge or other Russell Group Universities. Why? We want to raise the aspirations of young people and challenge schools and colleges to get more of their students into prestigious universities. This is a key mechanism for promoting social mobility and we make no apology in publishing data showing destinations to these universities.

- In addition to headline Oxford, Cambridge and other Russell Group data, we are also publishing a subset of data on those who progress to other universities;
- It is for the school and colleges to decide how to make use of the data in their own publications, dissemination etc.

It should be noted that all data published needs to adhere to Data Protection rules around publishing small numbers and ensuring individuals cannot be identified. This means that we have to suppress data where only a small number of students have progressed to a particular destination.

8. Aims of the measures

8.1 What do you aim to achieve through the introduction of Destination Measures? We have made it very clear that we want to put more information into the public domain. We also know that young people most in need of education and training make the least successful transitions into further learning or employment at ages 16 and 18. We believe that Destination Measures will:
• Provide clear information to parents and young people about the post-16 routes taken by an institution’s students, enabling them to make informed choices about the performance of schools and colleges in their area.

• Make schools and colleges accountable for ensuring that all their students take qualifications that offer them the best opportunity to progress and receive the support needed to prepare for and take up education or training which offers good long term prospects.

• Support the increased focus on disadvantaged students to ensure that they make a successful transition, helping to raise post-16 participation and reduce the number not in education, employment or training.

• Show how effective schools and colleges are in supporting a successful transition into an appropriate and sustainable course, through the provision of independent and impartial careers guidance under their new legal duty.

8.2 How will young people benefit from the introduction of Destination Measures?
Introducing measures for schools and colleges which report how young people do when they leave that institution will mean:

• Young people and their parents can make informed choices based on the performance of schools and colleges in their area.

• All students have the opportunity to take, and attain, qualifications that offer them the best opportunity to progress.

• All young people, regardless of ability or perceived future prospects, receive independent and impartial careers guidance to make sure they choose a course that helps them to progress into their chosen career and receive the support needed to prepare for and complete the transition to further learning or employment.

9. Accountability

9.1 Why are Destination Measures being published for a student’s former school or college?
All schools and colleges have a long-term impact on people’s lives that does not stop once they leave. They have a key role in supporting young people and preparing them to continue in education or training and, ultimately, to get a good job, including through the provision of high quality, impartial careers guidance. It is right that the accountability system should include information for providers, parents and young people about the success of schools and colleges in helping their students to secure education or training which offers good long term prospects.

9.2 Which institutions are included in the Destination Measures?
This year the KS4 Measure has been produced for all maintained, mainstream schools with a KS4 cohort, including Academies. The data includes all students
registered at the institution in that cohort.

The KS5 Measure includes maintained, mainstream school sixth forms, Sixth Form and FE colleges. The 16-18 data includes all students registered at the institution in that cohort. For this year only, the KS5 measure includes only students who have been entered for an A level or equivalent qualification.

In the longer term we will work to include other institutions in the measures, for example Special Schools, Independent Specialist Providers, Pupil Referral Units and Independent Schools.

9.3 Why are independent schools not included in the measures?
We are working towards including as many providers as possible, but independent schools are not currently included in the measures. This is because there is no requirement for independent schools to be part of Performance Tables. They return data voluntarily if they do want to be included. Because they are not publicly funded it is not possible to insist that they are all reported on through this measure, or any other measure in Tables. Nevertheless, we are planning to include all other publicly funded providers in the future.

9.4 Why are you not including Training Providers in the Destination Measures? Should they not have the destinations of their former students published too?
We believe that all providers should support young people to make a successful transition to education or training. Training Providers are not included in the Destination Measures because the measures are based on those institutions which are reported on through the Department for Education Performance Tables, i.e. schools and colleges. Training Providers are not included in Performance Tables, but data on their performance, including on the destinations of their former trainees, are reported in the Department for Business Innovation and Skills (BIS) publication – FE Choices. Furthermore, where a student progresses from a school or college to a training provider this is included in the Destination Measures.

9.5 Will Destination Measures be used for accountability purposes?
Destination measures will be an accountability measure in as much as, in the future, they will be published as part of Performance Tables information. They will therefore be part of the information available to the local community. Ofsted will also have that information available to them to inform conversations with the schools and colleges about the destinations of their students. However, the measures will not be used as part of minimum or floor standards.

9.6 Why do you believe that the Destination Measures will be sufficient to hold schools and colleges to account?
In the future we intend to publish the measures as part of Performance Tables. It will then be for the ‘market’ or local communities, parents and prospective students to hold schools and colleges to account through their choices (and if the local or national press pick it up and run ‘league’ tables as they do for other information currently published in Performance Tables – e.g. on attainment)

9.7 Will Ofsted inspectors see the destination measures alongside other data when inspecting a school or college?
Yes, inspectors have all published information available to them. Both the new Schools Framework and the Common Inspection Framework ask inspectors to consider the progression and destinations of students.

9.8 How will Ofsted use this data in making inspection judgements?
As the data are classed as experimental statistics in the first year and exclude destinations for employment, Ofsted will look at the data alongside school, academy and colleges’ own data, in order to gain a full picture of the destinations of learners. Ofsted will also continue to look at the progression and destinations of learners in all schools, academies, colleges and work-based learning providers at all levels in making judgements on outcomes for learners.

9.9 Will the Destination Measures give an indication of how well school pupils and college students are being advised on career choices?
The Destination Measures data will not enable a direct link to be made between careers guidance and the destinations of former students. However, we do know that young people who receive high quality independent and impartial careers guidance and transition support are more likely to make an informed choice of education, training or employment. As a result, they are more likely to progress to positive sustained destinations and to achieve success.

We believe that the Destination Measures will encourage providers to focus on ensuring that all their students have the support and opportunities they need to progress to the next stage of education or their career. This includes enabling them to take qualifications that offer them the best opportunity to gain the skills they need, providing impartial, independent careers guidance and supporting them to prepare for continuing in education or training.

10. Data

10.1 What data did you use to produce Destination Measures this year?
In Phase one, we have used existing School Census, Individual Learner Record (ILR) and Higher Education Statistics Agency (HESA) data matched to the National Pupil Database (NPD) to track destinations into further education and training.

For Phase two, we intend to match National Client Caseload Information System (NCCIS) data to the NPD. Of course it is in the interests of schools, colleges and LAs to ensure all their data, and particularly their CCIS data, is up to date and accurate.

10.2 There are many different data sets – why did you use school census, ILR and HESA data?
In order to capture as many destinations as possible we need to use a range of datasets. The three datasets we have used in phase 1 are existing established collections so there are no additional burdens or data collection required by schools and colleges.

10.3 What additional data are schools and colleges required to collect to produce the measures?
The Destination Measures are based on the data we already receive and there are no additional burdens or data collection required by schools and colleges.
In Phase one, we have used existing School Census, Individual Learner Record (ILR) and Higher Education Statistics Agency (HESA) data matched to the National Pupil Database (NPD) to track destinations into further learning. For Phase two, we intend to match National Client Caseload Information System (NCCIS) data to the NPD.

Of course it is in the interests of schools and LAs to ensure all their data, and particularly their CCIS data, is up to date and accurate.

10.4 You have said that you will use National Client Caseload Information System (NCCIS) data in phase two of the measures. As the Connexions Service no longer operates in my area, how will you obtain this information in the future?

Local authorities have a statutory duty under Section 68 of the Education and Skills Act 2008 to encourage, enable or assist young people’s participation in education or training. Statutory Guidance issued to local authorities in April 2011 places a particular emphasis on tracking young people’s participation, and for supporting 16-19 year olds not in education, employment or training (NEET), to re-engage.

The Client Caseload Information System (CCIS), now managed by local authorities, was primarily designed as a tool for advisers and lead professionals to support effective intervention and identify the most vulnerable young people. The RPA legislation places a new duty on local authorities to track young people’s participation and CCIS will be the main source of information on progress towards full participation.

We will evaluate the quality of CCIS data for use in Destination Measures and will only use it in the measures if it is shown to be appropriate to do so.

Excerpt from Statutory guidance:

*Tracking and supporting young people*

We are making a significant investment in young people’s education and training. For this funding to be fully effective, there must be a good mechanism for tracking young people’s participation in order to identify those who need support. The local Client Caseload Information System (CCIS) provides local authorities with the means of recording young people’s post-16 plans and the offers they receive along with their current circumstances and activities. The National CCIS Management Information Requirements available from the DfE website sets out the 6 data areas that should continue to be reported to DfE each month from the local CCIS system.

Information on the number and proportion of young people in each area who are not in education, employment or training, or whose current activity is not known, will be taken from the data reported to DfE and made available to the public via the Cabinet Office transparency website.

10.5 Why didn’t you include National Client Caseload Management Information System (NCCIS) data in phase one of the Measures?

There are a number of issues which have had to be addressed before we can use the NCCIS data to develop the wider Destination Measures. This is why development is taking place in two phases:
- Producing non-educational destinations was reliant on the Education Bill (2011) being passed. This allows the NCCIS data to be matched to the National Pupil Database, which was not possible previously.
- The quality of NCCIS data and our ability to match it sufficiently well to be published in Performance Tables will not be known until we fully test the data. We started this work in spring 2012.

11. Data Quality

11.1 What have you done to ensure data quality for phase 1 of the Measures?
The Measures have been produced by matching together the various sources of underlying data. This work was carried out by experienced matching contractors. This was then followed by a detailed evaluation, which considered the quality of the underlying data and the matching as well as the characteristics of the Measures.

We recognise that it is not possible to obtain reliable data on the destinations of all students, so we are reporting the destinations of students as being captured/not captured in the data, as opposed to having progressed / not having progressed to a positive destination. Only data sources found to be of sufficient quality will be included in the published Measures.

11.2 How can you be sure that the data is of sufficient quality for publication?
We are using data from established data collections which has been matched by experienced matching contractors. We have undertaken our own evaluation of the matching and are satisfied that the data is of sufficient quality for publication. As part of the development of the measures we have been working with a couple of local authorities who have also confirmed that the data we are using is in line with their own information.

11.3 How can I comment on the quality and/or usefulness of the data?
We will seek feedback on the data and how it was presented following publication. This will take the form of a short questionnaire which can be accessed alongside the data. The feedback we receive will inform the future development of the measures and preparations for including them in performance tables.

If you wish to provide feedback or comments on the Destination Measures separately you can send them to us at Destination.measures@education.gsi.gov.uk.

12. Duration of Participation

12.1 Why have you based the measures on participation in all of the first two terms? The former provider cannot be responsible for a young person remaining in the destination for this length of time.

We believe that the Destination Measures should encourage institutions to support and prepare their students to progress to a destination which offers sustained engagement and good long term prospects. With the right information, advice, guidance and support, together with the development of independent learning skills and self confidence, students can and do make successful transitions into sustained
destinations for much longer than two terms. Furthermore, with the raising of the participation age, it is important that schools and colleges recognise that young people should be in a sustained education or training place until their 18th birthday.

We have defined the first two terms as October to March of the year after the young person left the institution as this definition does not include September so will address the majority of the change at the start of the academic year, where young people may switch courses or start them at a later point. 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 point over which the institution has most influence.

12.2 How is the activity of a young person who doesn’t continue in education or training in all of the first two terms recorded?
If a young person does go onto an educational destination but does not participate for the whole of the period October to March their destination is shown as ‘Education destination not sustained’. If we cannot identify that a young person has gone onto an education destination, in 2012, they are recorded as ‘Not captured in the data’.

12.3 What happens if a young person changes provider during the participation period?
Our data matching processes picks up change of education provider and, as long as the student has maintained participation over the two term period between both providers, they are shown as having a positive destination. However, in 2012, we were not able to match an education destination with an employment destination. We will aim to be able to do this for the 2013 publication.

12.4 There is a lot of movement and switching of courses at the start of the year – how do the Measures deal with this?
We recognise that there is a lot of change at the beginning of the year as students enrol late into courses or change their minds. That is why we do not start to ‘count’ participation until October.

12.5 What happens if the young person does not begin to participate in education or training until January?
The young person is shown as ‘Education destination not sustained’.

12.6 How is a young person who takes a short break from their studies treated in the data?
For all FE/college destinations the data are based on monthly attendance. Attendance for a given month is not counted only if the young person is absent for the entire calendar month. A learner could finish a course on 1 December and restart another on 31 January and this would count towards sustained participation as they have not missed an entire calendar month.

12.7 Basing the Measures on participation in the first two terms is OK for education destinations, but how will you measure duration of employment?
We are still developing the employment destination measures but we expect that employment destinations will have to demonstrate a similar period of sustained participation of 6 months.
2.8 How are the destinations of those who study for one year (year 12) reported? Will only those who complete year 13 be included in the Measures? For the 2012 publication we have used the same cohort used for the 2009 KS5 Performance Tables, which is only those students entered for an A level or equivalent qualification. So, for a school, this will be mostly those entered for A level or equivalent qualifications in year 13, but with some year 12s who take these qualifications early.

13. Future development:

13.1 Will the data be broken down to show different characteristics of students? The data published in July 2012 have been provided at Institution level and do not include information on the characteristics of students. However, one of the areas on which we will focus in 2012/13 will be developing the measures to include detail on the characteristics of the students, including those with Special Educational Needs or eligible for Free School Meals, for inclusion in the data in Spring 2013.

13.2 You have only produced Destination Measures for mainstream institutions. What about the destinations of young people from other institutions such as special schools and independent specialist colleges (ISPs)? Initially, publication of the measures is restricted to maintained mainstream schools and colleges – but we will investigate whether it is possible to include other providers, e.g. special schools, independent specialist colleges (ISPs) and Pupil Referral Units at a later date.

13.3 What are your priorities for development of the Measures in 2012/13? Our main focus for 2012/13 will be:

- Gathering feedback on, and evaluating, the publication of data on education destinations with a view to publishing them in Performance Tables in the future.
- Developing education and employment destinations for both KS4 and students aged 16-18, including the more complex employment destinations with the aim of publishing them in Spring 2013.
- Developing the Measures to include detail on the characteristics of the students, including those with Special Educational Needs or eligible for Free School Meals, for inclusion in Spring 2013.

In the longer term we will work to include other institutions in the measures, for example Independent Schools, Independent Specialist Providers and Pupil Referral Units. We may also be able to provide more detail on the destinations of students, for example, which Institution they attended. This will be subject to further development and testing of the data. We will need to take decisions on whether the data can be published (e.g. if it is robust enough, and if it meets Data Protection rules) and if so, which breakdowns we should include in published data to ensure it remains clear and easy to understand.

13.4 How will you resolve technical issues such as how young people on gap years or volunteering will be counted?
We are still considering how to treat gap years and volunteering. We will announce how we will deal with such circumstances in time for publication of the next cohort of data in 2013.

For the KS4 Measure we will ensure this is in line with the requirements of Raising the Participation Age.

**Further queries and comments:**

If you have further questions, feedback or comments on the Destination Measures please contact us at Destination.measures@education.gsi.gov.uk.