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1. INTRODUCTION

Welcome to this summary, covering a range of activities which can be undertaken for the collection of destination data, to meet Gatsby Benchmark 3. While not a comprehensive guide to the collection of destination data, this guide covers the basics of what is required and also provides links to templates that can be used to write your own destination plan/policy and to collect destination data.

Gatsby Benchmark 3 states that '*Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school*'. The Careers & Enterprise Company (CEC) goes on to say that 'this data should be used to review a school or college's careers provision and inform development and continuous improvement'.

In order to collect sufficient destination data to be able to identify trends and make appropriate changes to your careers programme, a school should aim to do all of the following:

- Collect and record intended destination data
- Collect and record actual destination data
- Compare destination data to local, regional and national trends
- Adjust the careers programme accordingly in response to the analysis of student destination data trends (e.g. does destinations data correlate with intended destinations, do a greater proportion of boys than girls go on to study STEM subjects)

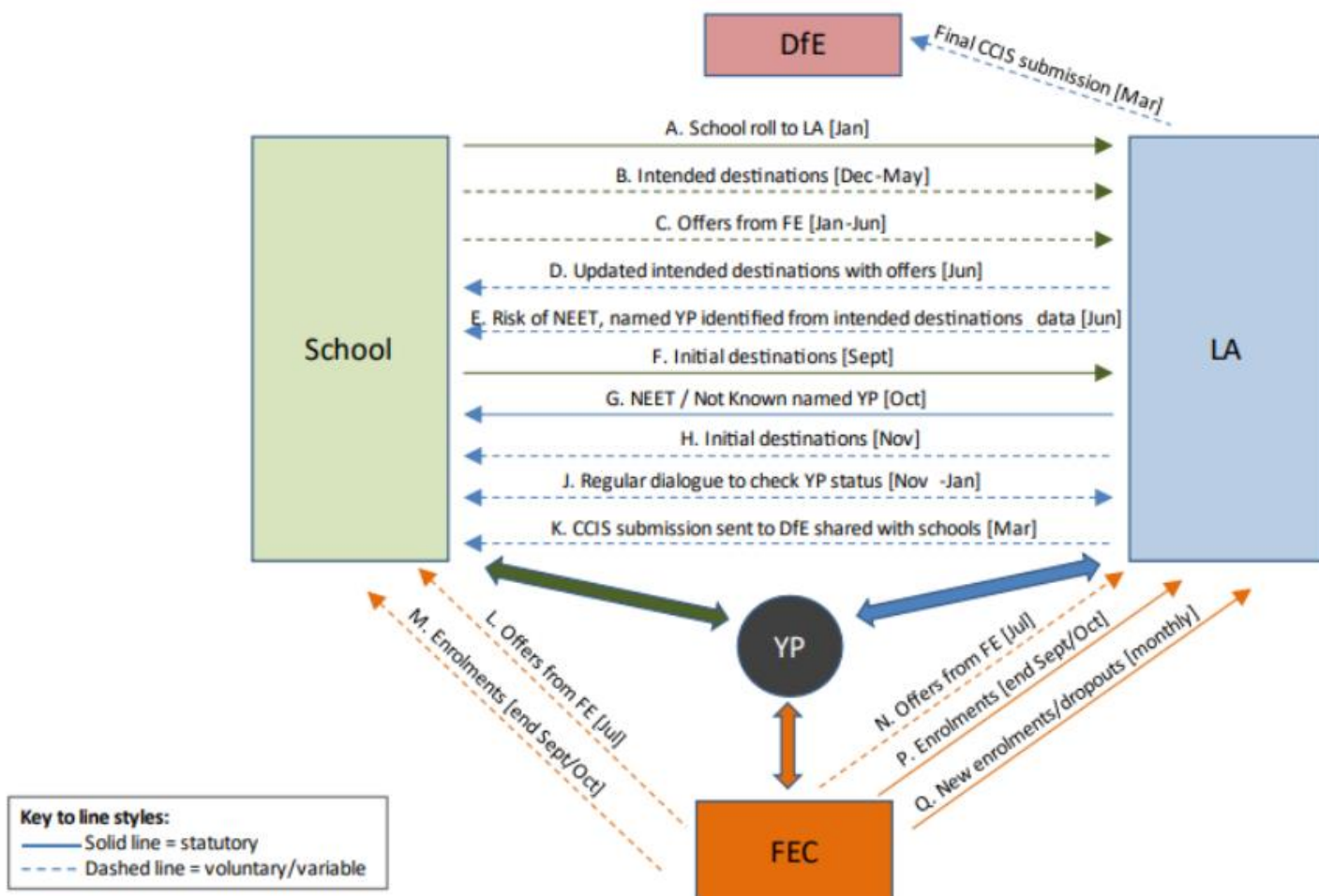
2. DEFINITION OF DESTINATION DATA

The DfE defines destinations data as any information that is collected on student destinations (where a student goes and what they do after leaving school). This can be an intended destination or actual destination. The DfE goes on to define school years, age groups and their destination years as shown in this table.

School year	Destination year	Age groups
Year 11 Sep-Aug	Year 0	15-year-olds (intended destinations)
Year 12 Sep-Aug	Year 1	16-year-olds (actual destinations)
Year 13 Sep-Aug	Year 2	17-year-olds (actual destinations)
Year 14 Sep-Aug	Year 3	18-year-olds (actual destinations)

Destination data can come from a variety of sources. The Destination Data Flow Diagram below shows the flow of data between the school, the Local Authority, the DfE, the young person and the FE college, in the case of a student transitioning from school to FE college.





Intended Destinations

Intended destinations are those destinations that students, whilst at your school, *intend* to go on to. These could be multiple and include an apprenticeship, FE college or 6th form.

Responsibility for collecting and recording the information can be shared by tutors, pastoral teams, heads of year, careers adviser, SENCO, etc.

Actual Destinations

Actual destinations are those destinations that students, once they have left your school, have *actually* gone to. These include apprenticeships, FE college, 6th form or university.



3. HOW TO COLLECT DESTINATIONS DATA

The school should have a policy and plan for:

- Collecting intended destinations
- Collecting actual destinations
- Tracking and recording data
- Data analysis

Collecting Intended Destinations

For the school to record intended destination data, Year 11s need to provide their intended destination details.

- Students without an intended destination need to be seen for a 1:1 guidance appointment.
- It is important to identify students at risk of being NEET and provide them with necessary support

Intended destination data can be collected via surveys/forms (e.g. hard copy templates or Google Forms) with results recorded on spreadsheets/databases. There are a number of ways this information can be obtained, including:

- Tutor 1:1s
- 1:1 Careers Guidance interviews/additional resource via SLAs
- SLT/HOY interviews and support
- Preparing for adulthood/EHCP reviews
- Parents Evenings
- Parent/Carer engagement
- GCSE results day provides an opportunity to confirm intended destinations and update records

Collecting Actual Destinations

For students remaining at secondary schools with 6th forms, this information can be obtained via student enrolment data.

For students who moved on to a different education provider at the end of Year 11, means of collecting actual destination data include:

- Contact with FE colleges
- Contact with independent training providers
- Communication with parents
- Surveys/forms/emails sent to school alumni on an annual basis

- Data sharing agreement with the LA
- Data sharing agreement with independent training providers
- Data sharing agreement with FE colleges

- Asking students to register with the school's social media account, on which you could message students each year to ask for their current destinations
- A school alumni network (e.g LinkedIn, Facebook or [FutureFirst](#))



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Local authorities have to record student destinations and track and support all 16- and 17-year-olds in their area. This statutory duty extends to young people with special educational needs and disabilities up to the age of 25. In turn, schools and colleges have a statutory duty to provide data to local authorities to support these duties.

However, it is not a statutory duty for local authorities to:

- share individualised destinations data on each student with schools and they are unable to do so without the consent of each young person in question.
- collect any additional information (other than the baseline data listed in [NCCIS Management Information Requirement 2022 to 2023](#)). They can only do this with individual student consent.
- track destination data for Year 14. Again, they can only do so with individual student consent.

So, to obtain individualised destinations data for each student for the 3 years after they leave Year 11 (as required within GBM3) and to obtain non-statutory destinations information which would be useful for evaluation of the school's careers programme, the school needs to:

- collect personal contact details and request permission from each student to contact them once they leave school. See page 16 of the [DfE - Destinations good practice guide for schools](#) for an example of a data consent form.

Data Tracking and Recording

Your school needs to have a system in place to record destinations data (*intended* followed by *actual*), with fields to collect the following information:

- Student name
- Student DOB
- Current student year group
- Student leave date
- Intended destination/s
- Actual destination for Yr 12 and date this was collected
- Actual destination for Yr 13 and date this was collected
- Actual destination for Yr 14 and date this was collected

[Compass+](#) allows you to record and track this information. If your school is not already using Compass+ and uses a compatible MIS it would be beneficial to upgrade from Compass Classic (easy to do by pressing the 'UPGRADE' button when logged into Compass). Other ways to collect this data include use of a spreadsheet and subscription to careers software systems such as [Unifrog](#) or [Grofar](#).

Data Analysis

- Analyse data to identify trends and adjust the careers programme accordingly.
- Compare the data to local, regional and national trends.



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4. APPENDICES and RESOURCES

Templates/Examples

Below, you will find templates and examples which can be adapted for your school.

1. [3 Year Destination Data Plan](#)
2. A Destination Collection Data Plan/Policy template – see Appendix A, below
3. An example Data Sharing Agreement can be provided by the HotSW Careers Hub. Please speak to your Enterprise Coordinator for more information

Useful Resources

[Review of Local Destinations Data - Careers & Enterprise Company](#)

[DfE - Destinations good practice guide for schools](#)

[Collecting Intended Destinations | CEC Resource Directory](#)

[NCCIS Management Information Requirement 2022 to 2023](#)

[Why Benchmark 3 could be the most important benchmark – TF Careers Network](#)

[Destination data procedure Case Study – Shuttleworth College | CEC Resource Directory](#)



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Appendix A: Destination Data Collection Plan/Policy Template

This is a guidance template that can be altered and personalised to suit the individual needs of your institution.

School name:

Academic Year:

Staff member responsible:

INTENDED DESTINATIONS

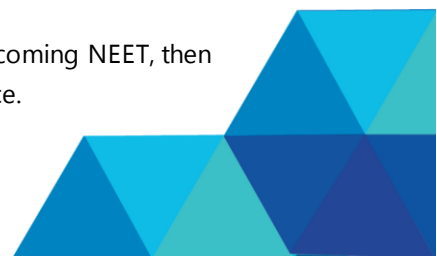
How: The school collects intended destination data in the following ways (a number of these may be applicable).

- Collection of intended destinations through surveys and forms (Survey Monkey, google forms, email, etc)
- Students complete the Future Skills questionnaire (available on Compass+)
- Tutor 1:1s or via pastoral/tutorial systems
- 1:1 Careers Guidance interviews/additional resource via SLAs
- SLT/HOY interviews and support
- Preparing for adulthood/EHCP reviews
- Parents Evenings
- Parent/carer engagement
- Shared spreadsheet trackers with input from tutors, pastoral teams, heads of year, careers adviser, SENCO, etc
- School software, such as Compass+, Unifrog, CareerPilot, Start, Grofar, FutureFirst (alumni system)
- Other, please specify

What: The data collected includes the following (a number of these may be applicable). *See page 16 of the [DfE - Destinations good practice guide for schools](#) for an example of a data consent form.*

- Name
- Year group
- Tutor group
- What the student plans to do – unsure/apprenticeship/FE course/6th Form/Traineeship/university/Other (all that apply)
- Has the student applied?
- How certain the student is that they will pursue this destination (scale of 1 to 10)?
- Careers/Job interests
- Permission to contact the student for three years after leaving school to collect destination data
- Personal contact details – student email/mobile number/home phone number
- GDPR statement
- Out-of-school contact details such as personal phone and email address.
- Whether the student is willing to return to the school to talk about their career/career planning/option choices.

IMPORTANT: For school students who are unsure of their destinations, or in danger of becoming NEET, then arrangements should be made to ensure these students receive further 1:1 career guidance.



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When: Intended destination data will be collected at the following points:

Year Group	When:	How:
Year Group	When:	How:
Year Group	When:	How:

(add more year groups if necessary)

ACTUAL DESTINATIONS

This assumes that a data sharing agreement has been signed by the student.

How: The school collects actual destination data in the following ways (a number of these may be applicable).

- Message alumni on an annual basis over 3 years using social media or email (Before leaving school, ask students to register with the school's social media account, e.g. Facebook, Instagram, LinkedIn)
- Send alumni a survey such as a Google form or Survey Monkey
- Phone alumni on an annual basis over three years (or just those who have not responded to a survey)
- Request student enrolment data from the school's 6th form
- Through a data sharing agreement with the local FE college(s)
- Through a data sharing agreement with the local authority
- Through parents
- Other, please specify

What: The data collected includes (a number of these will be applicable).

- Name
- Year left school
- Actual destinations (all that apply)
- Careers/Job interests
- Update of contact details such as personal phone and email address.
- Whether the student is willing to return to the school to talk about their career/career planning/option choices.
- Details of careers support for alumni such as the National Careers Service website.

When: Destination data is collected once per year for three years after year 11. The school does this at the following point in the year:

- Specify month:
- Specify week:

DATA RECORDING

All intended and actual destination data that has been collected is recorded and stored in the following ways (a number of these may be applicable).

- Spreadsheet (stand-alone)
- Spreadsheet (shared/cloud based)
- IT system such as bespoke system, Unifrog, Compass+, CareerPilot, Start, Grofar
- Word document
- Other - please specify



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DATA USAGE

Destination data is used to (a number of these may be applicable):

- Identify students who are unsure of their destinations, so that further 1:1 career guidance can be provided.
- Analyse the range of intended destinations and the number of students choosing each destination.
- Analyse the range of actual destinations and the number of students choosing each destination.
- Identify trends/anomalies in intended and actual destinations.
- Inform adjustments to the school's Careers Strategy and Careers Plan, as appropriate, guided by the above analyses.

