
DESTINATIONS AT 16-18

SUMMARY REPORT

Purpose of the Report

1. The purpose of this report is to provide an outline of 16-18 learner destinations. It has been produced in response to questions raised at the 10 February 2014 CYP Scrutiny Committee during the debate on the Raising of the Participation Age.

Summary

2. The numbers of 16 and 18 year old education leavers, who studied in Darlington, and went into sustained Employment , Education or Training (EET) are above the England average (+1% and + 4% respectively). The data also shows that the Darlington post 16 providers have a higher than average percentage of learners going on to higher education.
3. A significant percentage of Tees Valley residents are studying STEM (Science, Technology, Engineering and Maths) subjects up to degree level.
4. The majority of Tees Valley domiciled graduates are moving on to employment in the Tees Valley or the North East.
5. Employers are reporting that only a small percentage of job vacancies are Hard to Fill or are Skills Shortage Vacancies. In addition only a small proportion of employers had difficulty retaining staff. Both vacancies and retention percentages are similar to those in England. Employers are generally satisfied with the level of work readiness of education leavers.

Recommendation

6. It is recommended that Children and Young People Scrutiny note the content of the report and the action being undertaken.

Murray Rose
Director of People

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S17 Crime and Disorder	Increased engagement in education and training could have a positive impact on crime and disorder.
Health and Well Being	Increased engagement in education and training could have a positive impact on health and well-being.
Carbon Impact	There are no issues this report needs to address.
Diversity	There are no issues this report needs to address.
Wards Affected	This report does not impact on a particular ward, but Darlington as a whole.
Groups Affected	16 - 18 year old young people.
Budget and Policy Framework	This report does not represent a change to the budget and policy framework.
Key Decision	This is not a key decision.
Urgent Decision	This is not an urgent decision.
One Darlington: Perfectly Placed	Relevant to the education and skills outcomes of the sustainable community strategy.
Efficiency	This report does not identify any efficiency savings.

MAIN REPORT

Destinations at 16 (KS4) and 18 (KS5)

7. The Department for Education is currently trialling 'destination measures' for school and colleges. These record whether a young person makes a sustained progression into a positive outcome (EET) in the year after they leave school (KS4), or college (KS5). They are published at both institution level and local authority level. They are based on the establishment the learner studied at and not residency and therefore, for example, will include North Yorkshire residents studying at Darlington College. In the tables Apprentices are counted both within the main headings of either 'FE provider' or 'Training / Employment' and also as a separate line.
8. Table 1 below gives a breakdown of the KS4 and KS5 destination data for Darlington and for comparison both the Hartlepool and England data. Hartlepool has been chosen as it has a similar post 16 model – a general FE college, a sixth form college and a single school sixth form.
9. The KS4 data shows that in Darlington progression is roughly in line with both comparators, with slightly more young people going into Apprenticeships than the England Average.
10. The KS5 data shows that in Darlington sustained progression is in line with the Hartlepool data but 4% above the England average. The largest difference being progression into higher education where 53% of Darlington learners progressed into HE, compared to 45% in Hartlepool and 48% nationally.

Table 1 DFE Progression Measure Data 2010/11

2010/11 KS4 Destinations	Darlington	Hartlepool	England
Sustained Employment, Education or Training (EET)	90%	90%	89%
FE Provider	40%	39%	37%
School Sixth Form	11%	12%	37%
Sixth Form College	34%	36%	12%
Training / Employment	4%	1%	2%
Employment	1%	0%	1%
Apprenticeships	8%	7%	5%

2010/11 KS5 Destinations	Darlington	Hartlepool	England
Sustained Employment, Education or Training (EET)	73%	73%	69%
FE Provider	6%	13%	11%
School Sixth Form	0%	1%	2%
Sixth Form College	2%	7%	1%
Higher Education Provider	53%	45%	48%
Training / Employment	4%	4%	5%
Employment	7%	3%	3%

Apprenticeships	4%	11%	3%
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Higher Education

11. In 2011/12 the top 5 subjects studied by higher education students domiciled in the Tees Valley were:
 - 16% - Subjects Allied to Medicine
 - 14% - Education
 - 11% - Business and Admin Studies
 - 8% - Engineering & Technology
 - 8% - Biological Sciences

12. A detailed breakdown of the degree subjects taken by learners who previously studied at the three Darlington Colleges is attached at Appendix 2. Appendix 3 shows the subjects Darlington residents have studied in the last three years (note these are learners not starts)

13. 2010/11 data shows that 68.9% of Tees Valley based graduates found employment within the Tees Valley with another 10% finding jobs elsewhere in the North East. No trend data is available

Employer Views

14. In the 2011 Employer Skills Survey only 4% of Tees Valley employers reported having a vacancy that was Hard to Fill (HtF) and 3% reported having a Skills Shortage Vacancy (SSV), this is where applicants with appropriate skills, qualifications or experience were hard to find. Both the Hard to Fill and Skills Shortage Vacancies were focussed on Skilled Trades, Professionals, Associate Professionals and Machine Operatives (a breakdown of these occupational classifications is attached as an Appendix to this paper).

15. Only 5% of Tees Valley employers said that they had jobs in which it could be difficult to retain staff (similar to the England figures).
16. The majority of Tees Valley employers were generally happy with the work readiness of education leavers. Satisfaction of employers increased with the age and level of education of young people.

Current Situation

17. As reported in the Raising of the Participation paper, overall participation is increasing, NEETs are reducing and the LA has successfully reduced the number of 'not knows'. Darlington has the lowest level of young people NEET in the Tees Valley
18. Foundation for Jobs has worked to bring together school age students with employers and industries to challenge young people's often negative or outdated perceptions of those sectors which are facing skills gaps and set to create high levels of employment in the North-East over the course of the next decade. This is achieved through practical activities and there has been a strong focus on engineering during the project to date. So far more than 2,500 school age pupils from age 10 to 18 have benefitted from these activities. The project has been recognised as good practice nationally.
19. Schools and colleges are also working directly with businesses and STEMNET, the National Science, Technology, Engineering and Maths (STEM) Network to promote STEM opportunities. In 2012/13 30.7% of all 16-18 learning aims undertaken by Darlington residents were in STEM (Science, Technology, Engineering and Maths), subjects.
20. The Local Enterprise Partnership has developed a Skills Portal to promote local employment opportunities and give schools and young people a resource for careers development. The National Careers Service also has occupational specific resources for young people.

Conclusion

21. Participation in Darlington at all levels is relatively high and there are projects in place to support young people to make informed careers choices. Employers are not reporting high levels of skills shortages and are generally satisfied with the work readiness of education leavers.

Documents used in the production of this report:

[DFE Destination Data](#)

[Tees Valley Higher Education Analysis](#)

[Tees Valley report on the UKCES Employer Skills Survey 2011](#)

Occupational Classifications

Much of the data on types of work and employee in the UKCES survey is classified into broad occupational groups using the Standard Occupation Classification (SOC) 2010. Details of the various groups and examples of staff roles within each group are tabulated below. In the main text, the group names are capitalised to indicate that they refer to the defined SOC occupational groups below.

Occupational group	Primary sectors (Agriculture, manufacturing, construction etc)	Service sectors (retail, business, finance, transport etc)	Public sector (Public Admin, Health, Education etc)
Managers, Directors and Senior Officials	Site managers, Department Heads, Shift Managers (not supervisors)	Directors, Managers / Branch/site managers, shift managers (not supervisors)	Police inspectors and above, department heads, Head teachers, Senior Officials
Professionals	Professional engineers, software and IT professionals, accountants, chemists, scientific researchers	Solicitors, lawyers, accountants, IT professionals, economists, architects, actuaries	Doctors, nurses, midwives, teachers, social workers, librarians
Associate Professionals	Science and engineering technicians, lab technicians, IT technicians, accounting technicians	Insurance underwriters, finance/investment analysts and advisers, writers/journalists, buyers, estate agents	Junior police/fire/prison officers, therapists, paramedics, community workers, H&S officers, housing officers
Administrative staff	Secretaries, receptionists, PAs, telephonists, bookkeepers	Secretaries, receptionists, PAs, communication operators, market research interviewers, clerks	Secretaries, receptionists, PAs, local government officers and assistants, office assistants, library and database assistants
Skilled Trades	Farmers, electricians, machine setters / tool makers, carpenters, plasterers	Motor mechanics, printers, TV engineers, butchers	Chefs
Caring, Leisure and Other Service Occupations	Care assistants, nursery nurses	Travel agents, travel assistants, hairdressers, housekeepers	Care assistants, home carers, nursery nurses, ambulance staff, pest control, dental nurses, caretakers
Sales and customer service occupations	Customer facing roles: sales staff and call centre agents	Sales assistants and retail cashiers, telesales, call centre agents	Customer care operations
Process, plant and machine operatives	Routine operatives, drivers, machine operators, sorters and assemblers	HGV, van, fork-lift, bus and taxi drivers	Drivers, vehicle inspectors
Elementary occupations	Labourers, packers, goods handling and storage staff	Bar staff, shelf fillers, catering assistants, waiters/waitresses, cleaners	Labourers, cleaners, road sweepers, traffic wardens, security guards

Appendix 2

Degree Subjects - 2013 Entry	QE Sixth Form College	Carmel	Darlington College
Agriculture with Land Management		1	
American Studies and Film Studies		1	
Architecture			3
Art & Design, Photography, Graphics, Fashion, Art History, Textiles	37	8	10
Business & Computing Information	1		
Business & Economics	43		
Business Accounting and Finance		1	
Business Analytics & Consultancy		1	
Business Management, Marketing & Accountancy		2	7
Care (inc) Health & Care, Nursing, Nursing Studies, Midwifery	16	5	48
Childcare, Primary Teaching			10
Childhood and Youth Studies		8	
Communication Studies	1		
Computer Sciences	29	5	
Computer, Animation & Games, Web Design		4	43
Construction, Built Environment	8		
Dentistry	3		
Economics and Politics		1	
Education	10		
Education, Primary		3	
Education, Teaching Assistant		1	
Engineering	18	2	
Engineering, Aircraft		1	
Engineering, Electrical and Electronic		3	
Engineering, Fire Safety		1	
Engineering, Marine		1	
Engineering, Mechanical		1	
Engineering, Product Design			13
English Language and Literature	31	6	
Fire & Leadership			1
Geography	18	1	
Geology	3		
History	29	3	1
Humanities	1		
Information Technology & IT Management		3	
Languages	21		
Law	44	5	
Leisure & Hospitality, Leisure & Tourism, Catering	8	1	

Mathematics	16		
Media, Television, Film Media, Journalism	43	3	15
Medicine	7		
Music and Music Production	12	2	
Performing Arts	14		
Physical Education (Primary) and Sports Development		1	
Physiotherapy/Occupational Therapy/Radiography	9		
Psychology	45	6	
Public Uniform Services		1	
Religion, Philosophy and Ethics		1	
Science, Applied		1	
Science, Biological	6		
Science, Biology, Chemistry, Health, Psychology Extended Degree		1	
Science, Biomedical		2	
Science, Biomedical with Medical Microbiology		1	
Science, Biomedical (Integrated Masters)		2	
Science, Biotechnical	1		
Science, Chemistry		1	
Science, Crime/Forensics, Criminology, Psychology	10	1	19
Science, Environmental	2		
Science, Human Biosciences		1	
Science, Medical	16		
Science, Pharmacology		1	
Science, Physical	22		
Science, Veterinary	3		
Social Sciences	41		
Social Work		1	6
Sociology		3	
Sport and Sport Science	16	2	16
Theology		1	
Town and Country Planning		1	
Veterinary Nursing		1	

Subject area	Academic year		
	2010/11	2011/12	2012/13
(1) Medicine & dentistry	55	63	56
(2) Subjects allied to medicine	166	218	217
(3) Biological sciences	251	242	244
(4) Veterinary science	2	3	5
(5) Agriculture & related subjects	14	12	7
(6) Physical sciences	101	117	120
(7) Mathematical sciences	32	34	32
(8) Computer science	99	115	125
(9) Engineering & technology	133	134	133
(A) Architecture, building & planning	51	50	54
(B) Social studies	159	190	184
(C) Law	115	100	82
(D) Business & administrative studies	187	188	170
(E) Mass communications & documentation	62	77	77
(F) Languages	104	124	132
(G) Historical & philosophical studies	114	115	116
(H) Creative arts & design	163	163	183
(I) Education	139	136	124
(J) Combined	42	49	40
Total	1987	2128	2100