Policy/Procedure Name:	Destination Data Procedure
Policy/Procedure Number:	SMT019
Date of Approval:	12th November 2012
Effective Date:	September 2012
Revised Date:	April 2026
Review by Date:	April 2028
Policy/Procedure Author:	Head of Quality, Former Students' Officer, Transition Workers
Policy/Procedure Owner:	Principal/CEO
Management Committee Approved By:	Senior Management Team
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All staff
For Information to:	All Students, All Parents, All commissioners
Approval requested to upload on the Treloar Website:	Yes □ (tick if requested)
Date of Policy Equality Impact Assessment:	Nov 2012
Impact Assessment was carried out by:	SMT

Aim

- To provide details of what information is recorded, where and why
- To categorise our student destinations for analysis purposes
- To provide details of how information is collected and by whom
- To provide details of what information is reported on and how often

1. What information is recorded

1.1 Aim of Placement

A student's Aim of Placement (AOP) is their intended plan on leaving. It is recorded in the student's individual learning plan (ILP/IEP) in Databridge as a long-term goal. It is the responsibility of the allocated Student Progress Co-ordinator to check the validity of the AOP with the student and family (if appropriate), in the first term of every academic year and update, if necessary.

1.2 Destination Categories

The Destination Categories that the 'aim of placement' fall into are:

1.2.1 Education and Employment

Primary	Secondary	Example providers/details
Education	Another Specialist College (Full time)	Nat Star, Beaumont
Education	Another Specialist College (part time)	Nat Star, Beaumont
Education	FE College (full time)	Includes 6th Form or General Further Education College
Education	FE College (part time)	Includes 6th Form or General Further Education College
Education	Higher Education	Any University to do a Foundation Degree or Degree
Education	Adult Education (not in an FE College)	Could be accredited or non-accredited learning
Education	Day Centre attendance for enrichment, community and social activities	
Education	Accessing activities (enrichment, community and social activities) at their living placement	E.g. Enham, Orchard, Fethneys
Education	On the job training programme	
Education	Gap year before starting Higher Education	Agreed placement with a HE provider for the following year
Education	Not in Education	
Employment	In paid employment for 16 or more hours	

Employment	In paid employment for less than 16 hours	
Employment	Supported Employment for 16 hours or more	Working with the support of a PA/Job Coach/Mentor Full time, part time or voluntary
Employment	Supported Employment for less than 16 hours	Working with the support of a PA/Job Coach/Mentor Full time, part time or voluntary
Employment	Voluntary employment	
Employment	Self-employment for 16 hours or more	Own their own business, enterprise activity
Employment	Self-employment for less than 16 hours	Own their own business, enterprise activity
Employment with Training	Apprenticeship	
Employment with Training	Traineeship	
Employment with Training	Supported Internship	
Not in Employment	Not in paid employment, looking for work and available to start work	
Not in Employment	Not in paid employment, not looking for work and/or not available to start work	

Other	Another outcome not listed	
Other	Not known/not been able to contact student and/or family	

1.2.2 Residence

	Details
Returning home to live with family	Living back in the family home - within the main home (not in a separate annex or in their own home)
University	Halls of Residence
Supported Living	Living in supported living (have own tenancy agreement) accommodation – with 24 hours on site support, e.g. Shared supported living, Independence Homes
Independent Living	Living on their own, with or without support coming in or a live in carer/PA. **This could include living in their own home with PA support or living independently in a separate annex to their family home with PA support**
Residential Accommodation – short term	Less than 12 months
Residential Accommodation – long term without nursing Care	i.e. Orchard Manor, Dolphin (more than 12 months)
Residential Accommodation – long term with nursing Care	Fonthill

2. Where is the information stored

- A student's Aim of Placement (AOP, intended plan on leaving) is recorded in the Student's Individual Learning Plan (ILP/IEP) in Databridge within their goals, by their Student Progress Coordinator, alongside the EHCP outcomes
- Destination data is entered on the Destination tab in Databridge

3. Why is the information recorded

- This data and information are key performance indicators for our funders and regulators.
- This information informs our self-assessment process.
- Analysis of this information allows us to ensure the education we provide enables students to meet their aim of placement and longer-term aspirations.
- Analysis of this information informs our curriculum developments.
- Data about a learner's destination and progression following the end of learning is collected in the ILR to demonstrate how our sector is contributing to the future success of learners.

4. How the information is collected and by whom

- The MDT – as part of admission process – AOP
- Student Progress Coordinators – 3 to 4 months after leaving
- The Former Students' Officer will follow up with leavers at:
    - 5 months: to check their achievement of AOP (in January of every year)
    - 9 months: to check their achievement of AOP and any other progress (May of every year)
    - 2 Years: to follow their long-term progress (October of every year)
    - 4 years: to follow their long-term progress (September of every year)
    - 6 years: to follow their long-term progress (May of every year)
    - 10 years: to follow their long-term progress (August of every year)

The six and ten year report will be an informal, 'case study' based follow up as there are often fewer responders to the enquiries.

5. What information is reported on and how often

Leavers Outcomes would be reported on:

1. Achieved expected plan
2. Achieved an appropriate alternative destination
3. Partially achieved expected plan (e.g. achieved their residential aim, but not education/employment)
4. Did not achieve expected plan or appropriate alternative

At 5 and 9 months, and at 2, 4, 6 and 10 years.

This data will feed into the monthly data report and Quality Managers report.

The Former Students' Officer will produce reports for TLT and Governors as per the above cycle based on destination data in the following categories:

- Education
- Employment
- Residence

Destination data is logged in Databridge by the Former Students' Officer.

Policy/Procedure Communication and Implementation Action Plan - Amend and add to as appropriate		
	Action	**Responsibility**
3	Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures.	TLT
4	Ensure that all managers, employees and volunteers of Treloar Trust have access to the related procedures.	Head of Quality
5	Ensure that all new employees, staff and volunteers know their responsibilities, and receive training in carrying these out.	All Managers

Links to other related policies and procedures: – set heading

SMT 067 Staff Handbook on Student ILP/IEP and Review Process
SMT007 Student Journey Policy and Procedure
SMT031 Work experience policy and procedure

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.