



City Chambers
DUNDEE
DD1 3BY

28th August, 2026

Dear Colleague

You are requested to attend a MEETING of the **CHILDREN AND FAMILIES COMMITTEE** to be held in the Council Chamber, City Chambers, City Square, Dundee and also to be held remotely on Monday, 7th September, 2026 at 5.00pm.

The meeting will also be livestreamed to YouTube. Members of the Press or Public wishing to join the meeting as observers should follow this link www.dundee.gov.uk/live or alternatively they may attend in person.

Should you require any further information please contact Committee Services on telephone (01382) 434818 or by email at committee.services@dundee.gov.uk.

Yours faithfully

GREGORY COLGAN

Chief Executive

AGENDA OF BUSINESS

1 DECLARATION OF INTEREST

Members are reminded that, in terms of The Councillors Code, it is their responsibility to make decisions about whether to declare an interest in any item on this agenda and whether to take part in any discussions or voting.

This will include all interests, whether or not entered on your Register of Interests, which would reasonably be regarded as so significant that they are likely to prejudice your discussion or decision-making.

2 PARENT AND PUPIL REPRESENTATION ON THE CHILDREN AND FAMILIES COMMITTEE (AN28-2026)

In relation to parent representation on the Children and Families Committee, it is reported that Tara Javed has been nominated as the secondary representative. Nominations for a replacement primary representative are being sought and will be reported to Committee in due course.

In relation to pupil representation, it is reported that the City-Wide Pupil Voice has nominated Ben Hilton-Christie for Session 2026/2027.

The nominees have agreed to abide by the Code of Conduct in accordance with the Standards Commission's Guidance.

The Committee are asked to approve the appointments.

3 QUALIFICATIONS SCOTLAND 2026 EXAM RESULTS - Page 3

(Report No 189-2026 by the Executive Director of Children and Families Service, copy attached).

4 FOLLOW UP SCHOOL LEAVER DESTINATIONS - Page 9

(Report No 190-2026 by the Executive Director of Children and Families Service, copy attached).

ITEM No ...3.....**REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 7 SEPTEMBER 2026****REPORT ON: QUALIFICATIONS SCOTLAND 2026 EXAM RESULTS****REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE****REPORT NO: 189-2026****1.0 PURPOSE OF REPORT**

- 1.1 This report provides an initial high-level summary of provisional, pre-appeal, Qualifications Scotland 2026 exam results, published 4 August 2026.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Children and Families Committee:
- Notes the contents of the report and,
 - Requests the Executive Director to provide a further update report on the achievement and attainment of our young people in the Senior Phase in academic session 2025/26 following the Insight (national benchmarking tool) update scheduled to take place late September 2026.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

- 4.1 This is the first year in which qualification results are being reported under Qualifications Scotland, which has replaced the Scottish Qualifications Authority (SQA) as Scotland's national awarding body. Established through education reform, the new organisation seeks to strengthen learners and educator engagement and build confidence in Scotland's qualifications system, while maintaining continuity in the awarding of national qualifications.
- 4.2 Qualification Scotland results for 2026 were published on Tuesday 4 August 2026. Qualification Scotland announced the results of National Courses at National 2 to National 5, Higher and Advanced Higher, in addition to a wide range of National Progression Awards, National Certificates, Skills for Work and SQA Awards.
- 4.3 The data published on 4 August reflects current information at a particular point in time (22 July 2026) and the figures are subject to change later in the year. This data is therefore considered 'provisional' subject to processes including appeals and late amendments. Final figures are due to be published by Qualification Scotland in December 2027.
- 4.4 2024 saw the return of full course assessment in National 5, Higher and Advanced Higher courses for the first time since 2019. This followed the modifications to assessments that were put in place to help limit the impact of disruption on learning and teaching caused by the COVID-19 pandemic. This included the removal of coursework and practical assessments.
- 4.5 The former Scottish Qualifications Authority (SQA) had previously stated: 'The different awarding arrangements in place between 2019 and 2023 mean that it is not possible to compare attainment between years without full consideration of this contextual information.'¹
- 4.6 It is also important to note that the pandemic will have impacted individuals, and year groups, differently. For example, the S6 cohort in the 2026 exam diet were in the final year of primary school when the first lockdown, and subsequent school closures, happened in March 2020.

¹ <https://www.sqa.org.uk/sqa/111108.html>

Therefore, these pupils made the important transition to secondary school without the usual support.

- 4.7 'Following a period of different awarding approaches (detailed in 'Approach to awarding before 2025'), [Qualification Scotland returned] to well established awarding procedures from 2025, in line with [their] Awarding and Grading for National Courses Policy.'

Local Government Benchmarking Framework (LGBF) Family Group

- 4.8 This report references Dundee's Local Government Benchmarking Framework ([LGBF](#))² family group for comparison purposes. In addition to Dundee City, Family Group 4 includes: East Ayrshire, Glasgow City, Inverclyde, Na h-Eileanan Siar, North Ayrshire, North Lanarkshire and West Dunbartonshire.

5.0 QUALIFICATIONS SCOTLAND RESULTS 2026 – HEADLINE

- 5.1 3,377 pupils from Dundee's schools received the results of their Qualification Scotland awards on 4 August. These pupils were presented for a total of 17,113 awards in 2026 compared to 16,428 in 2025. Key messages from each year group in the Senior Phase in Dundee include:

S4

- 57% of S4 pupils sat four or more awards at SCQF Level 5 or better, up from 56% last year.
- 7% pupils were awarded six National 5s at Grade A, same as last year.
- 64% of S4 pupils achieved 5 or more awards at National 4 (A-C), up from 59% in 2025.

S5

- The percentage of S5 pupils with 1 or more awards at SCQF Level 6 increased from 46% last year to 49%.
- The percentage of S5 pupils with 5 or more awards at SCQF Level 6 increased from 11% last year to 13%.
- 4% achieved Grade A passes in all their Higher awards, same as last year.
- 15% achieved five SCQF Level 6 awards at grades A to C.

S6

- 23% of pupils in our S6 cohort gained 1 or more awards at SCQF Level 6 or better, up from 21% last year.
- 16% of pupils in our S6 cohort gained at least one Advanced Higher, the same as last year.
- 2% gained at least three Advanced Highers.

- 5.2 Pass rates for National 5s, Highers and Advanced Highers increased across Scotland in 2026 compared to 2025. Key messages related to pass rates for National 5s, Highers and Advanced Highers in Dundee include:

- The pass rate at grades A-C for National 5s in Dundee has decreased from 77.0% in 2025 to 75.6% in 2026. As a result of our ambitious presentation policy, more learners are presented at this level. In 2026 our S4 cohort sat an average of 3.8 National 5 awards per pupil, up from 3.6 in 2025 and the average number of A-D National 5 awards per pupil increased from 3.3 to 3.4.
- The pass rate at grades A-C for Highers increased from 70.6% in 2025 to 70.7% in 2026.
- Similar to the Scotland average, the pass rate at grades A-C for Advanced Highers increased from 73.4% in 2025 to 75.7% in 2026.

² <https://www.improvementservice.org.uk/benchmarking/how-do-we-compare-councils>

Table 1: 2026 Qualification Scotland Pass Rates for Dundee's LGBF Family Group

	National 5		Higher		Advanced Higher	
	Grade A	Grades A-C	Grade A	Grades A-C	Grade A	Grades A-C
Dundee City	32.4%	75.6%	22.9%	70.7%	20.6%	75.7%
East Ayrshire	36.1%	77.5%	23.0%	72.3%	18.9%	71.0%
Inverclyde	33.9%	77.3%	26.9%	75.5%	17.1%	69.3%
Glasgow City	32.1%	74.0%	23.8%	71.1%	23.7%	71.9%
Na h-Eileanan Siar	34.3%	79.3%	20.2%	72.9%	27.9%	79.3%
North Ayrshire	32.8%	76.3%	23.1%	74.2%	20.7%	73.3%
North Lanarkshire	35.5%	78.1%	22.7%	72.7%	18.4%	71.8%
West Dunbartonshire	34.9%	80.3%	25.3%	76.5%	22.8%	75.9%

6.0 NEXT STEPS

- 6.1 As part of our National Improvement work through our LGBF Family Group, we collaborate with the above Local Authorities to continue to learn from each other to drive forward improvements and increase attainment for our young people.
- 6.2 Senior Officers in the Children and Families Service are currently undertaking a thorough analysis of Dundee's pre-appeals Qualification Scotland results – at local authority, school, and subject levels. This will include looking for patterns, trends and anomalies in schools or subjects for different cohorts of pupils and determining the next steps. This will inform improvement actions to be implemented in academic session 2026/27.
- 6.3 During Term 1, the Strategic Education Manager (Secondary and Inclusion) will visit every secondary school to undertake attainment reviews with Senior Leadership Teams. This work will ensure that the initial high-level analysis of provisional Qualification Scotland results is translated into clear, targeted improvement activity at school, departmental, partnership and service levels.
- 6.4 Head Teachers and their link Quality Improvement Education Officers (QIEOs) will be provided with detailed attainment data packs to support robust analysis of performance at school, faculty and subject level. This analysis will inform departmental reviews and contribute directly to both school and service improvement planning. Through our Every Dundee Learner Matters collaborative improvement strategy, schools and partnerships will work together to identify, share and scale impactful practice, ensuring that key learning from the 2026 Qualifications Scotland results supports continued improvement in outcomes and achievement for young people across Dundee.
- 6.5 The Children and Families Service Improvement Plan 2023-2027 approved by Elected Members, Article III of the minute of meeting of the City Governance Committee of 4 September 2023 refers, report number 185-2023 sets out how the service, working with others, plans to further improve outcomes for children, young people, and families. Informed by the processes outlined in paragraphs 6.1 and 6.2, the Service will also develop a specific action plan for 2026/27 to improve the progress, presence and participation of pupils.
- 6.6 A full report on the attainment and achievement of our young people in the Senior Phase, beyond just Qualification Scotland exams, will be submitted to the Children and Families Committee later this year following the Insight (national benchmarking tool) update scheduled to take place late September 2026.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

- 8.1 The Council Leadership Team has been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 None.

AUDREY MAY
Executive Director of Children and Families Service

August 2026.

LIST OF ABBREVIATIONS

LGBF	Local Government Benchmarking Framework
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority

GLOSSARY

Insight	Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made. Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.
LGBF Family Group	To understand why variations in cost and performance are occurring, councils work together to 'drill-down' into the benchmarking data across service areas. This process has been organised around 'family groups' of councils so that we are comparing councils that are similar in terms of the type of population that they serve (e.g., relative deprivation and affluence) and the type of area in they cover (e.g., urban, semi-rural, rural). The point of comparing like with like is that this is more likely to lead to useful learning and improvement. Dundee is in Family Group 4 for Children, Social Work and Housing indicators. Councils are grouped by the type of population they serve, e.g., level of deprivation and affluence.
School Leaver	A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. The leaver year is based on the dates of the Scottish Government's pupil census, details of which can be found in the Summary Statistics for Schools in Scotland publication.
Senior Phase	The senior phase curriculum, from S4 to S6 (from around ages 15 to 18), follows a young person's broad general education, building firmly on the Experiences and Outcomes they will have experienced and achieved to end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc). It ultimately supports young people in moving on to the next stage – whether that is college, university, training or employment.
Participation Rates	Skills Development Scotland (SDS) produce the Annual Participation Measure (APM) which complements school leaver destination statistics. Published every August, the APM captures the activity of all 16–19-year-olds across a complete year, including those who choose to stay on at school as well as those who have left school. The APM has been adopted as the metric for measuring success in relation to the young people's participation national indicator within the National Performance Framework. The indicator measures the percentage of young adults (16–19-year-olds) participating in education, training or employment.

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ITEM No ...4.....**REPORT TO: CHILDREN AND FAMILIES COMMITTEE – 7 SEPTEMBER 2026****REPORT ON: FOLLOW-UP SCHOOL LEAVER DESTINATIONS****REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE****REPORT NO: 190-2026****1.0 PURPOSE OF REPORT**

- 1.1 This report presents the results of the Scottish Government's Summary Statistics for Follow-Up Leaver Destinations, No.8: 2026 Edition, published 16 June 2026, in relation to Dundee's 2024/25 school leavers' post-school destinations.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Children and Families Committee:
- Notes the contents of the report and,
 - Requests the Executive Director to provide a further update report on the achievement and attainment of our young people in the Senior Phase in academic session 2025/26 following the Insight (national benchmarking tool) update scheduled to take place later in 2026.
 - Notes the positive impact of partnership working and targeted interventions in sustaining high levels of positive destinations for Dundee school leavers and endorses the continued implementation of the next phase of improvement activity outlined in Section 6 of this report.

3.0 FINANCIAL IMPLICATIONS

- 3.1 There are no financial implications arising from this report.

4.0 BACKGROUND

- 4.1 The [Scottish Government Summary Statistics for Follow-Up Leaver Destinations](#) looks at all school leavers who left publicly funded mainstream school in session 2024/25 and their outcomes approximately nine months after the end of the school year on the first Monday in April 2026. Dundee City had 1,498 school leavers in academic session 2024/25.
- 4.2 The Scottish Government groups the activities of school leavers into two categories: 'positive destinations' and 'other destinations'. School leavers are classified as being in a 'positive destination' if they are in higher or further education¹, employment, training, voluntary work, or personal skills development. 'Other destinations' not classed as positive are unemployed (seeking or not seeking) or unknown.
- 4.3 The publication specifically warns: "The time series presented in this publication includes years where school leaver destinations are likely to have been affected by the coronavirus (COVID-19) pandemic. The greatest impact is likely to have been seen in 2019-20. However, there may have been some ongoing impact on the destinations of some school leavers in subsequent years."
- 4.4 It should be noted that the data in this report focuses solely on follow-up school leaver destinations. This sits alongside the wider Annual Participation Measure (APM) related work.

¹ Higher and further education are distinguished by the level of qualification studied, with higher education being SCQF Level 7 or above. It is not dependant on the institution attended. So, higher education does NOT equate to university.

4.5 As detailed in 'A Step Change in Positive Destinations for Young Dundonians', approved by City Governance Committee, Article IX of the minutes of meeting of City Governance Committee of 22 April 2024 report (113-2024) refers.

- The Annual Participation Measure (APM) is the key tool used to assess Scotland's success in achieving positive post-school destinations for all young people aged 16-19. It is both an important measure of performance in education and our local economy, as well as of the City's ambition relating to fairness, inclusion, poverty, and productivity set out in the [Council Plan 2022-2027](#) and [City Plan 2022-2032](#).

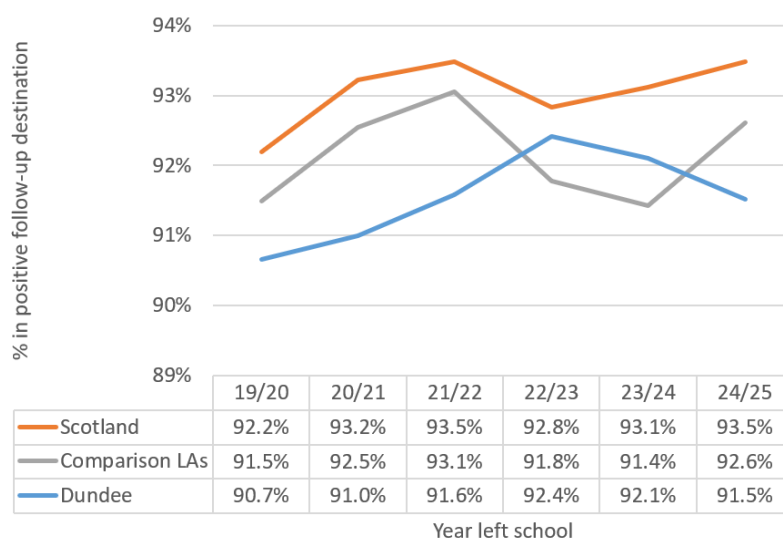
4.6 Since the approval of *A Step Change in Positive Destinations for Young Dundonians* (Report 113-2024), significant work has been undertaken across Dundee to strengthen the strategic focus on participation and positive destinations. Through the *Every Dundee Learner Matters* strategy, secondary schools, Skills Development Scotland, Dundee and Angus College, employers and third-sector partners have worked together to improve pathway planning, enhance learner tracking arrangements and develop a more coordinated approach to supporting young people at risk of disengagement. This partnership approach has contributed to Dundee continuing to sustain high levels of positive follow-up destinations, with more than nine in ten school leavers progressing to a positive destination.

4.7 A key development during the period has been the secondment of a Depute Head Teacher to lead and coordinate aspects of the positive destination's improvement programme. This role has supported the strengthening of operational procedures, improved collaboration across partners and enhanced the consistency of approaches to identifying, tracking and supporting young people requiring additional intervention. The secondment has also helped develop stronger links between schools and post-school partners, ensuring that transition planning, learner support arrangements and information-sharing processes are further embedded across the city. This work has established a stronger foundation for the next phase of improvement activity, particularly in relation to reducing inequalities in outcomes and increasing sustained participation in education, employment and training.

5.0 FOLLOW-UP SCHOOL LEAVER DESTINATIONS

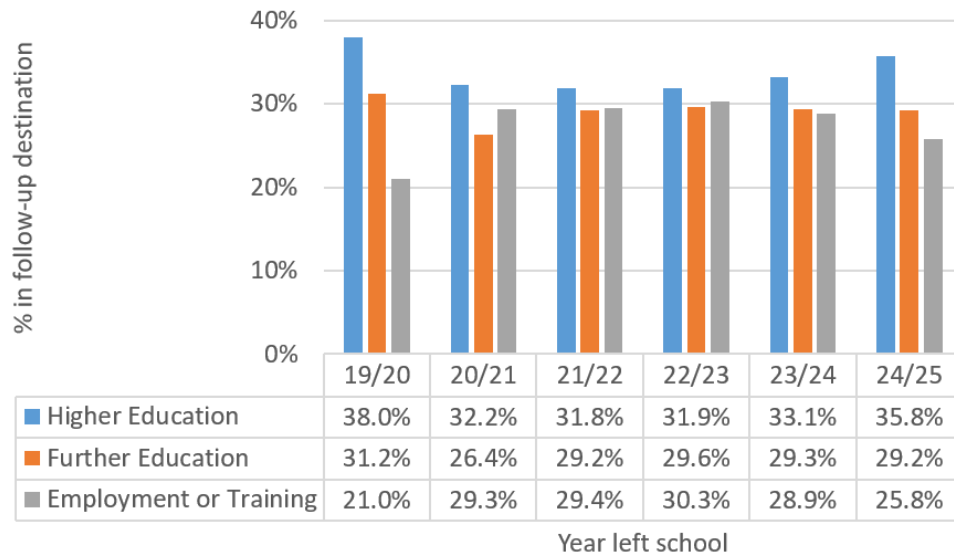
5.1 Chart 1 shows that there had been a general increase in the percentage of Dundee's school leavers in a 'follow-up' positive destination from 2019/20 to 2022/23. In April 2026, 91.5% of Dundee's 2024/25 school leavers were in a positive follow-up destination. This is a slight decrease of 0.6 percentage points from the previous year.

Chart 1: Percentage of school leavers in follow-up positive destinations



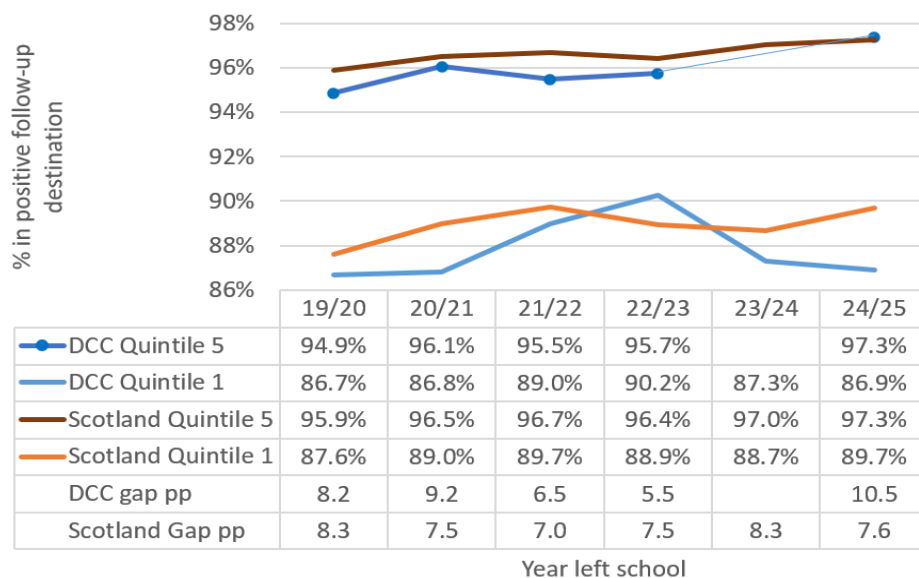
- 5.2 Scotland saw a 0.4 percentage point increase in 2024/25 leavers in a follow-up positive destination compared to the previous year.
- 5.3 Chart 2 shows the percentage of Dundee's school leavers by follow-up destination type over the last six years. The vast majority of leavers in follow-up positive destinations are in education, work, or training with only 1% or less in voluntary work or personal skills development. 2024/25 saw a continuing increase in the percentage of leavers in higher education at follow-up.

Chart 2: Percentage of Dundee school leavers by follow-up destination type



- 5.4 Further information showing the change in percentage of school leavers in each destination type between the initial Skills Development Scotland (SDS) snapshot in October of the year they left school, and the follow-up snapshot in April the following year is included in Appendix 1. Note, the figures do not include young people in voluntary work or personal skills development which are also positive destinations.

Chart 3: Percentage of leavers in positive follow-up destinations for most and least deprived SIMD quintiles, Scotland and Dundee.



* Figures under chart may not sum due to rounding. Dundee Quintile 5 figures for 2023/24 were not published to protect against the risk of disclosing personal information.

- 5.5 As Chart 3 shows, school leavers from the least deprived Scottish Index of Multiple Deprivation (SIMD) quintile (SIMD quintile 5) are more likely to be in positive follow-up destinations than those from the most deprived quintile (SIMD quintile 1).
- 5.6 From 2019/20 to 2021/22 Dundee had a lower proportion of school leavers from SIMD quintile 1 (most deprived) in positive follow-up destinations than the Scotland average. After exceeding the Scottish average in 2022/23, Dundee's SIMD quintile 1 has fallen back below Scotland.
- 5.7 No figures for Dundee's SIMD Quintile 5 were published for 2023/24 (Where less than 5 pupils make up any group, statistical publications suppress this data to protect against the risk of disclosing personal information.). The previous gap between SIMD Quintiles 1 and 5 measure we have for Dundee was 5.5 percentage points in 2022/23. The gap has increased in 2024/25 to 10.5 percentage points, wider than the Scottish average gap of 7.6 percentage points.

6.0 NEXT STEPS

- 6.1 As part of the Every *Dundee Learner Matters* strategy, Dundee City Council will continue to work collaboratively with secondary schools, Dundee and Angus College, Skills Development Scotland (SDS), employers and third-sector partners to increase the proportion of young people entering and sustaining positive destinations. Particular focus will be placed on improving outcomes for young people from areas of greatest deprivation and those identified as being at risk of disengagement from education, employment or training.
- 6.2 The improvement programme outlined within *A Step Change in Positive Destinations for Young Dundonians* (Report 113-2024) will continue during session 2026/27. Key priorities will include:
 - 6.2.1 Strengthen the use of destination, participation and attainment data at school, cluster and city level to identify trends, target interventions earlier and evaluate the impact of support for key cohorts, including young people from SIMD Quintile 1 communities and other vulnerable groups.
 - 6.2.2 Strengthen early identification and targeted support for young people in S2 and S3 who are at risk of not achieving a positive destination, ensuring appropriate pathway planning and timely intervention ahead of key transition points. Through the curriculum improvement cycle, schools will review and refine their Senior Phase offer to increase learner engagement, broaden progression opportunities and encourage more young people to remain in learning beyond S4.
 - 6.2.3 Work collaboratively with Dundee and Angus College, SDS, employers and third-sector partners to strengthen transition arrangements, data-sharing, learner support and employer engagement, reducing early withdrawal and improving sustained post-school outcomes.
 - 6.2.4 Expand vocational, foundation apprenticeship, employability, work-based and flexible curriculum pathways across the Senior Phase, including provision for young people accessing off-site, alternative or personalised learning programmes.
 - 6.2.5 Schools should continue to improve the completeness and accuracy of Anticipated Leave Date (ALD), Preferred Route (PR) and Preferred Occupation (PO) data through regular monitoring and timely updating of SEEMiS and the SDS Participation Portal.
 - 6.2.6 Embed the Positive Destinations Framework across all secondary schools, with robust tracking and monitoring arrangements for young people who leave school without a confirmed positive destination or whose circumstances change following transition.

- 6.2.7 Share effective practice through Every Dundee Learner Matters network and monitor impact through school improvement planning, Annual Participation Measure data, follow-up destination statistics, Insight benchmarking and existing quality improvement arrangements.

7.0 POLICY IMPLICATIONS

- 7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services, or funding and so has not been subject to an Integrated Impact Assessment. An appropriate senior manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

- 8.1 The Council Leadership Team has been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 None.

AUDREY MAY
Executive Director of Children and Families

AUGUST 2026

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LIST OF ABBREVIATIONS

APM	Annual Participation Measure
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation

GLOSSARY

Insight	Insight is an online tool for benchmarking the senior phase. It is a professional tool available to secondary schools and local authorities to allow them to look at specific cohorts of learners and identify areas of success and where improvements can be made. Although Insight provides data on the attainment of a wide range of Scottish Credit and Qualifications Framework (SCQF) awards from a range of providers, not all SCQF achievement awards are included.
School Leaver	A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. The leaver year is based on the dates of the Scottish Government's pupil census, details of which can be found in the Summary Statistics for Schools in Scotland publication.
Senior Phase	The senior phase curriculum, from S4 to S6 (from around ages 15 to 18), follows a young person's broad general education, building firmly on the Experiences and Outcomes they will have experienced and achieved to end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering, etc). It ultimately supports young people in moving onto the next stage – whether that is college, university, training or employment.
Participation Rates (Annual Participation Measure)	Skills Development Scotland (SDS) produce the Annual Participation Measure (APM) which complements school leaver destination statistics. Published every August, the APM captures the activity of all 16–19-year-olds across a complete year, including those who choose to stay on at school as well as those who have left school. The APM has been adopted as the metric for measuring success in relation to the young people's participation national indicator within the National Performance Framework. The indicator measures the percentage of young adults (16–19-year-olds) participating in education, training or employment.
Positive Destinations	The school leaver positive destination data used in the publications is sourced from the 'Opportunities for All' shared dataset which is managed and hosted by Skills Development Scotland (SDS) on behalf of partners. The initial destinations data (published in February) provides information on the outcomes for young people approximately three months after the end of the academic year (first Monday in October) while the follow-up data provides information on the outcomes for young people approximately nine months after the end of the academic year (first Monday in April). These collections should be seen as complementary to one another.

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APPENDIX 1 CHANGE BETWEEN INITIAL AND FOLLOW-UP DESTINATIONS

Charts A1, A2 and A3 show the change in percentage in school leavers in each destination between the initial Skills Development Scotland (SDS) snapshot in October of the year they left school, and the follow-up snapshot in April the following year. There has consistently been a drop in the percentage of leavers in higher education. The drop in 2024/25 is 0.8 percentage points higher than 2023/24 but still lower than 2020/21 to 2022/23. The drop-off in leavers at further education is larger than that seen in higher education but only 0.2 percentage points higher than 2023/24 and better than the preceding four years (2019/20 to 2022/23). The increase in leavers in employment or training reflects this and may indicate where most leavers who move out of higher/further education proceed to.

Chart A1: Change between initial and follow-up destination - higher education

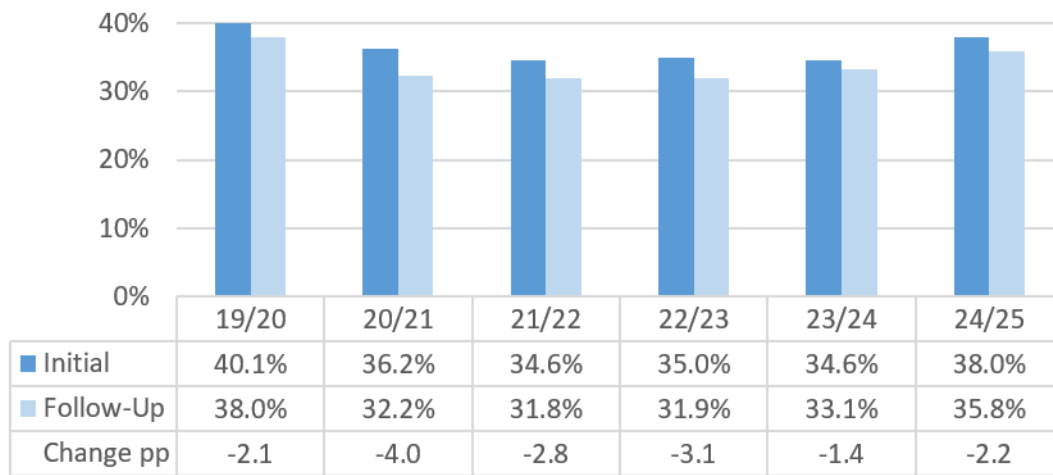


Chart A2: Change between initial and follow-up destination - further education

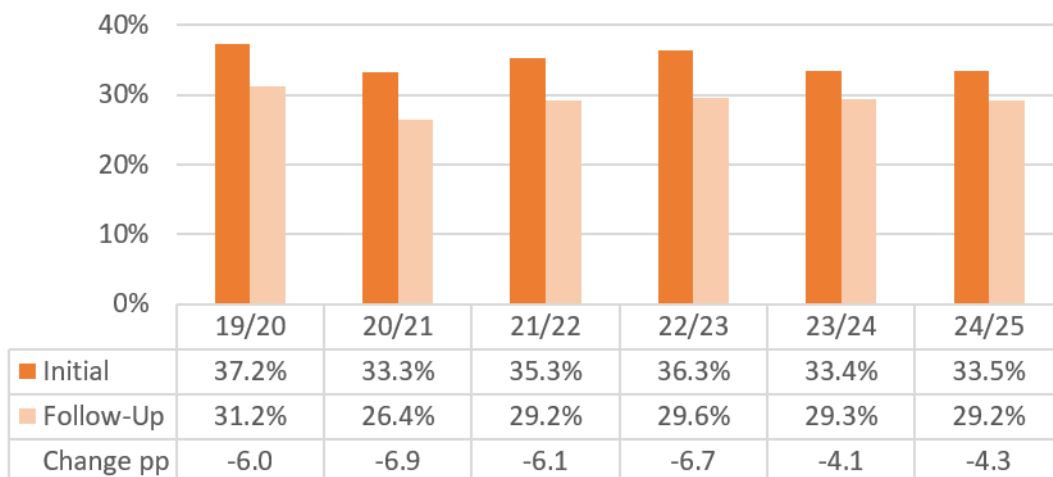
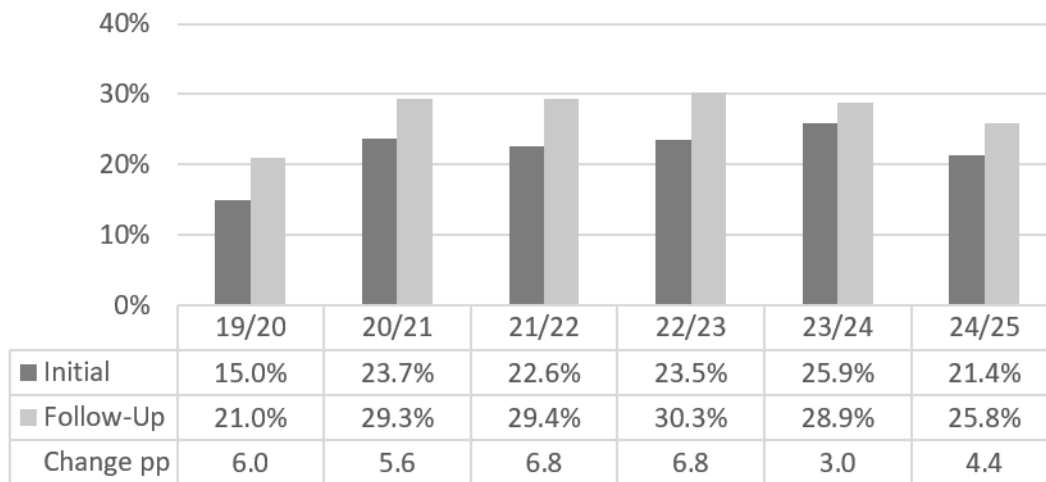


Chart A3: Change between initial and follow-up destination – Employment or Training



*Figures under charts may not sum due to rounding