

Addendum to 2010 Framework for Excellence Outputs Guide

December 2010

Of interest to everyone in the learning and skills sector, including employers and learners

Addendum to 2009/10 Outputs Guide

Performance indicator 1: Learner Views

In the breakdown of responses by question, the **number of scoring responses** has been adjusted to reflect the corrective weighting necessary to compensate for any skew in the sample used. When the total number of learners in an age/level of study category responding to any particular question is low (that is, less than 10), the **number of scoring responses** can be reduced to very low numbers.

Care should then be taken in using this figure to understand the table that follows (i.e. the **Percentage of learners responding as** *Very bad, Bad, Not good or bad, Good, Very Good, Does not apply*).

These percentages are based on the total number of learners answering each question, corrected for male/female balance and the ratio of online to paper surveys

Eg Question 1: How good was the information you were given when you were choosing your course/programme?

| | Age 16-18 Level 2 (8 out of 11 responded) |
|---------------------------------------|---|
| Number of scoring responses | 2 |
| Percentage of learners responding as; | |
| Very bad | 0 |
| Bad | 0 |
| Not good or bad | 9 |
| Good | 54 |
| Very good | 37 |
| Does not apply | 0 |

In the example above, this provider had 11 learners aged 16-18 at Level 2 but only 8 completed the survey. This provider had over-sampled for this particular cohort, so after corrective weighting this equated to 2 scoring responses. However the corrected percentage of learners' responses against the satisfaction categories is based on the 8 respondents.

Learner Views comparative data for individual questions includes only those providers where 10 or more responses were received from learners of the appropriate age-band and highest level of study. Comparative data for the overall score includes all providers with a valid overall score.

Performance indicator 4: Success Rates (this replaces para 62 – 71)

Applicability

- 1 The Success Rate (SR) performance indicator is applicable to all provider types delivering learning aims that contribute to qualification success rates (QSRs).

Exemptions

- 2 There are no exemptions for this PI.

Definition

- 3 The SR performance indicator is composed of QSRs for seven qualification types. The SRs for the seven types are derived from base qualification success rates by the Data Service to produce QSR tables, and exclude Key Skills and Functional Skills.

- 4 FfE no longer applies any scoring process to QSRs to produce a score or a grade for publication.
- 5 The seven qualification categories are:
 - a. FE long qualifications, excluding A-levels, AS and A2 courses
 - b. FE short qualifications (5-24 wks)
 - c. FE very short qualifications (<5 wks)
 - d. A-levels, including A2 and AS
 - e. Apprenticeships (overall success rate for framework completions)
 - f. Advanced Apprenticeships (overall success rate for framework completions)
 - g. Train to Gain (Full Level 2 and Full Level 3 qualifications only).
- 6 These QSRs are further broken down according to Tier 1 subject sector areas (SSAs) and age-band. Train to Gain provision is categorised by full Level 2/3 rather than by age-band.

Data source

- 7 The data sources for this PI are Qualification Success Rates (provided by the Data Service) derived from 2008/09 ILR data. These rates, together with a facility for accessing the constituent data, are available through the Provider Gateway. Qualification success rates for Learner Responsive qualification types (para. 5 a. to d.) are as reported in the Learners Responsive 2008/09 reports. Employer Responsive qualification types (para 5 e. to g.) use the Provider Full Year success rates as presented in the Period 15, Employer Responsive 2008/09 reports. The 'Overall' success rate is used for Apprenticeships and Advanced Apprenticeships provision. The 2008/09 Train to Gain success rates are 'Timely' (i.e. as with Learner Responsive qualification types, the Train to Gain success rate measures the proportion of aims that were successfully achieved, from those that were expected to have completed during the 2008/09 academic year). The FfE dissemination reports, the number of aims expected to have completed during the 2008/09 academic year on Train to Gain courses is termed 'Leavers'. This terminology is consistent with that used on Provider Gateway reports, but should not be confused with the notion of 'Leavers' as used for the 'Overall' success rates of Apprenticeships and Advanced Apprenticeships qualifications. More detail about the methodology for calculating QSRs can be found on the Data Service's [website](#).

Data-submission requirements

- 7 There were no new data submission requirements. Data for the SR PI are routinely collected through the ILR.

Data refresh

- 8 It is intended that the Success Rate scores and comparative data derived from the 2009/10 ILR will be published in spring 2011 on the FfE Publication website.

Presentation of success rate information

- 9 For more information on how the information will be reported and published see Annex A.

Annex A; Illustrative example of revised Framework for Excellence 2009/10 publication and reporting

Success Rates report

Success rates: overall summary

Provider Name: AAA Training College
 Provider Type: Private Limited Company
 UKPRN: 123456789
 UPIN: 123456
 Framework for Excellence Year: 2009/10

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This page provides headline figures of your success rates which will be published as part of the Framework for Excellence.

- For a breakdown of success rates by age and subject sector area, click the appropriate header.

| Qualification type | FE long courses (>24 wks) | FE short courses (5-24 wks) | FE very short courses (<5 wks) | A, AS and A2 | Apprenticeships | Advanced apprenticeships | Train to Gain (FL2 and FL3) |
|---|---------------------------|-----------------------------|--------------------------------|--------------|-----------------|--------------------------|-----------------------------|
| Provider data | | | | | | | |
| Starts or Leavers* | 1,523 | 235 | 632 | 1,032 | 2,321 | 1,425 | 854 |
| Success rate** (%) | 68.9 | 82.9 | 89.3 | 71.4 | 76.3 | 54.6 | 60.1 |
| Providers of a similar type summary data (values as %) | | | | | | | |
| The top organisation scored | 95.4 | 94.6 | 92.4 | 96.7 | 93.3 | 87.1 | 93.1 |
| The top 5% scored greater than | 93.8 | 94.5 | 92.1 | 94.8 | 90.2 | 87.5 | 91.4 |
| The top 25% scored greater than | 83.7 | 91.7 | 90.7 | 92.4 | 88.6 | 78.8 | 82.7 |
| The median (middle) success rate | 78.1 | 89.3 | 89.1 | 89.7 | 61.3 | 73.9 | 71.1 |
| The bottom 25% scored less than | 69.6 | 75.6 | 88.1 | 87.1 | 56.2 | 67.6 | 61.5 |
| The bottom 5% scored less than | 59.9 | 64.6 | 87.4 | 79.3 | 43.4 | 59.4 | 29.6 |
| The bottom organisation scored | 31.7 | 63.3 | 87.1 | 75.2 | 38.2 | 54.1 | 27.9 |
| All Providers summary data (values as %) | | | | | | | |
| The top organisation scored | 97.7 | 97.6 | 99.1 | 94.2 | 95.2 | 87.1 | 98.8 |
| The top 5% scored greater than | 91.2 | 97.1 | 98.2 | 89.7 | 87.7 | 86.9 | 89.1 |
| The top 25% scored greater than | 81.6 | 92.2 | 97.7 | 80.6 | 76.9 | 78.5 | 78.2 |
| The median (middle) success rate | 75.7 | 83.6 | 82.1 | 73.7 | 70.1 | 73.6 | 70.9 |
| The bottom 25% scored less than | 68.9 | 62.1 | 72.7 | 66.5 | 63.9 | 67.1 | 58.6 |
| The bottom 5% scored less than | 56.8 | 52.9 | 69.6 | 53.9 | 51.2 | 59.3 | 30.9 |
| The bottom organisation scored | 27.7 | 52.7 | 50.1 | 27.3 | 31.1 | 54.1 | 21.2 |

Data comparisons by the seven categories shown above are used for the purposes of provider reports only. Comparison information which is published will show the top, middle and bottom success rates only.

* Success rates for learner responsive provision are based on the number of starts, whereas success rates for employer responsiveness are based on the number of leavers. For a more detailed explanation, please see the Help section.

Calculation of percentiles – success rates

- 1 Percentiles for a given provider type and breakdown have been calculated as follows:
 - a. All providers of a particular provider type with a statistically robust success rate are identified, and sorted in order of success rate from lowest to highest
 - b. These providers are numbered from 1 to the maximum present, in ascending order.
 - c. Having identified the percentile that needs to be calculated, 1 is subtracted from the number of providers identified in the group

- d The percentile is multiplied by this number, and 1 added to determine the two providers between which the success rate for the percentile is to be derived (if this is an exact whole number, the success rate of the provider in that position is the calculated percentile)
 - e This identifies the two providers between which the success rate for that percentile is to be derived, by drawing a straight line between these two points (linearly interpolating), the success rate is read at the corresponding number calculated in step d above.
 - f For example, if there are 20 providers and the 75th percentile is to be calculated, then the number calculated in d. would be $(0.75 \times 19) + 1 = 15.25$, so the 75th percentile is found drawing a straight line between the 15th smallest and 16th smallest success rates and reading off at the point 15.25.
- 2 Additional reports will be available showing comparative data by qualification type, split by age (Full Level 2 and Full Level 3 for Train to Gain) and subject sector area.
 - 3 Reports disseminated to providers will contain all their own success rates data, irrespective of whether it is deemed statistically robust. However, the success rates contributing to the percentile calculations will only include those providers with a statistically robust score for the appropriate qualification type, age-band (or Full Level 2/3) and SSA. Consequently, some non-robust success rates fall outside the range of the minimum and maximum success rates as displayed in the 'The bottom organisation scored' and 'The top organisation scored' cells on the disseminated reports.

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