

User Guide and Technical Annex

A User Guide, Technical Annex and FAQs to support the release
of 16-19 Learner Responsive Provider Data & MI Reports

Version 4.0

October 2011

► For guidance

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1 Introduction

1 The Young People's Learning Agency (YPLA) has produced Data & MI Reports that bring together summary information at provider level from a variety of data sources. The reports have been developed to fulfill four key functions:

- (1) To assist providers in self-improvement
- (2) To act as a light touch, desk based evaluation by the YPLA to provide assurance for continued funding
- (3) To inform local authorities about the provision in their area
- (4) As a consistent source of information available to Ofsted as part of the material they collate prior to inspection (and a replacement to the pre-inspection briefing)

Version 4.0 is the October refresh of the Data and MI reports released to local authorities and providers via the Provider Gateway in summer 2011 (note that this is Version 2.0 for the Independent Provider Reports, which will be released in mid December).

User Guide

2 This User Guide provides an introduction to the 16-19 Learner Responsive Data & MI Reports and includes a technical annex which references the data sources and definitions used in the report. A list of Frequently Asked Questions (FAQs) provides further information and working examples of how to use pivot tables.

Scope of the reports

3 A report will be generated for every provider the YPLA makes a 16-19 Learner Responsive allocation to in 2011/12 including:

- Further Education (FE) Colleges
- Maintained School Sixth Forms (SSF)
- Academies (including sponsor and converter)
- Independent Private Providers (IPPs)

4 This User Guide supports the release of all four reports.

5 The report brings together a range of data, some of which has previously been published externally or is available to the YPLA, into a single 16-19 provider level report. It includes information on:

- Allocations and final claims
- Qualification Success Rates (QSR)
- Minimum Levels of Performance (MLP)
- Value Added (VA) data from Learner Achievement Tracker (LAT)
- Data from the Individualised Learner Record (ILR)
- Data from the School Census
- School Performance Tables

6 The guidance provides a description of each of the measures contained within the report and describes how they will be used as a stage during the allocations process to arrive at an assessment of confidence for continued funding. Because not all of the measures listed in paragraph 5 are available for all provider types,

the guidance has separate sections for the FE report (for General Further Education Colleges and Sixth Form Colleges), for School Sixth Forms and Academies and for Independent Private Providers.

- 7 These data represent the operational data that the YPLA uses in its role to fund 16-19 providers. As a result the definitions that are used differ from those in other publications, including:
- the Department for Education's 16-18 participation Statistical First Release (SFR) (education.gov.uk/rsgateway/DB/SFR/s001011/index.shtml); and
 - the SFRs published by the Data Service (thedata.service.org.uk/statistics/).
- 8 The SFR documents should be used as the primary source of performance information about 16-18 participation and attainment.
- 9 It is expected that the majority of providers will give no cause for concern and will continue to receive funding based on lagged learner numbers. Where underperformance is identified, some or all of the following may be considered or implemented subject to the scale and volume of underperformance:
- the college may reassure the YPLA by setting out the improvement measures it intends to take;
 - the YPLA may agree (where appropriate with other stakeholders) that improvement activity should become a time bound condition of funding;
 - it may be appropriate to issue the college with a Notice to Improve (or Local Authorities to issue a Warning Notice in the case of school sixth forms);
 - in a small number of cases, it may be necessary to take the provider out of funding based on lagged learner numbers and review its funding arrangements or reduce contract values; and
 - it may be that statutory powers of intervention or contract withdrawal are necessary.

Accessing the reports

- 10 These reports are disseminated via the Information Management (IM) portal. In line with IM portal practice, the reports are available to the provider for their own data only; and to local authorities for the providers in their area. The User Guide will be published on the YPLA reading room signposted from the IM portal.
- 11 The reports are available to YPLA staff through links in *The Store*, a YPLA application for managing provider allocations.

Sharing this information

- 12 It is important to note that the data within this report is supplied for internal YPLA use and shared with providers and local authorities. It cannot be used or shared for any other purpose and should not be released and or quoted in the public domain without the written consent of the YPLA. This can be requested from enquiries@ypla.gov.uk.

2 User Guide: Description of report contents

Further Education (FE) v4-0 Report: User Guidance

Section 1 High Level Provider Summary

1.1 Allocation v Out Turn

- 13 The table provides high level summary information about a provider's 16-19 financial allocation held by the YPLA. It includes data on learner numbers, Standard Learner Numbers (SLNs) and Additional Learner Support (ALS). It also includes information based on the Final Funding Claim submitted by the provider.
- 14 The SLN represents the volume of learning delivered by Academies, schools and colleges. The YPLA uses this for allocations, instead of student enrolments, as the size of each study programme varies from student to student.
- 15 Additional Learning Support (ALS) is funding allocated to cover additional teaching and support costs. This is allocated based upon past performance of students at GCSE English and Maths.
- 16 Programme funding is the funding made available to support the core teaching time at an institution. Total funding is programme funding and ALS added together.
- 17 Final claim is taken from the provider's financial return at the end of the year. This figure may not be the same as the Outturn funding from the Individualised Learner Record (ILR) as not all expenditure is recorded in the ILR. In 2009/10, E2E ceased to exist as a separate programme and was incorporated into FE as Foundation Learning. Therefore, there was no separate claim for 2010/11.
- 18 When reviewing fitness for funding (set out in paragraph 1(2)), the following issues should be considered:
- Is the overall volume of funding/provision growing or reducing? At what rate?
 - Is the Final Claim higher or lower than the allocation for the Academic Year?
 - Is the ratio between learners and SLNs within expected bounds?

1.2 Ofsted Inspection Grades

- 19 The inspection of a school or college provides an independent evaluation of its effectiveness and a diagnosis of what it should do to improve based upon a range of evidence including first-hand observation. A link is provided in the report to the Ofsted website, allowing you to find inspection reports for all type of providers.

1.3 Headline 16-19 Success Rates

- 20 The Qualification Success Rates (QSRs) show learning aims successfully achieved as a percentage of learning aims that were started and expected to be achieved in the given academic year for Learner Responsive provision. QSR data shows a college's performance by Overall, Long & Short qualifications for the past 3 years.

- 21 This data enables performance to be analysed to highlight particular areas of strength or weakness at a headline level. Alongside the QSR is a table showing college performance benchmarked by provider type. This allows performance to be reviewed to assess if it is above or below median percentile ranges and if it is especially high (above 90th percentile) or low (below 25th percentile).
- 22 Section 4 of the report provides a more detailed analysis of QSR performance, including performance by level of learning, sector subject area and by a range of demographic indicators including gender, ethnicity and disadvantage. QSRs are also used to determine whether a college has fallen below the Minimum Levels of Performance (MLP) as described in 1.4 below.

1.4 Minimum Levels of Performance (MLP)

- 23 The YPLA working with the Skills Funding Agency sets thresholds annually for MLP that colleges are expected to exceed. Performance against MLP is calculated using weighted success rates. This means the calculation takes into account the number of guided learning hours (glh) for each learning aim delivered by the college. For example, a learning aim delivered over 350glh will carry proportionately greater weight in the calculation than one delivered in 100glh.
- 24 ILR data are used as a basis for these calculations. The Data Service published the definitions used to calculate qualification success rates (QSR) and MLP. This can be found at http://thedata-service.org.uk/statistics/qsr_mlp/
- 25 A summary of a college's performance against MLP will be shown in the high level summary. This shows the percentage of provision below the thresholds for long and short provision and the associated glh for each category. Where more than 25% of a provider's provision is below MLP the figure will be shaded red. Where 15% to 25% of provision is below MLP it will be shaded yellow. It should be noted that performance against MLP is shown for all ages (16-18 & 19+) and that MLP policy and application is shared with the Skills Funding Agency.
- 26 Qualifications are grouped in terms of duration. If the qualification aim is less than 5 weeks it is classed as very short; if it is between 5 and 24 weeks then it is classed as short; if it is over 24 weeks then it is classified as long.
- 27 Where 15% or more of a college's provision is below the MLP threshold the college may be issued with a notice to improve (NTI) subject to consideration of mitigating factors such as the value added information described below. For General FE Colleges the Skills Funding Agency as sponsoring agency will issue NTIs and for Sixth Form Colleges the YPLA will issue the NTI.
- 28 If a college is below MLP at summary level it is appropriate to look in greater detail at the full MLP report. That MLP report shows performance by sector subject area and level of learning and also at mapcode level (a mapcode is an aggregation of qualifications of the same type, subject and level regardless of either awarding body or syllabus).
- 29 At the end of the MLP report, presented as 'supplementary information' is an analysis of performance by mapcode and age. This shows data disaggregated between 16-18 and 19+, so it will be possible to calculate the share of underperformance across the age groups by glh, learner numbers and value (£) of provision.

1.5 16-19 Value Added (VA) Summary Table

- 30 The Learner Achievement tracker (LAT) VA information shows the progress of 16-19 year-old students undertaking Level 3 graded qualifications relative to the average progress made by similar learners nationally for the same qualification and subject based on their prior attainment at Key Stage 4 (typically GCSEs). The VA scores are calculated by comparing the expected outcome at Level 3 based on prior attainment at KS4 with the actual grade achieved at Level 3. Where a student achieves a grade higher than the expected outcome this produces a positive VA score and vice versa.
- 31 The table in Section 1 shows the LAT VA score recorded for the five Level 3 graded qualifications for which the provider has the largest volume of enrolments. It also shows whether the statistical significance of the score is above average, below average or not different from average. Where the score is 'not different from average' no inferences can be drawn from the performance.
- 32 Statistical analysis has shown prior attainment as the best predictor of future performance in post-16 qualifications for learners in this age group. A calculation based on prior attainment that compares learner performance for a given subject and qualification helps to make judgements about whether a group of students at a provider perform at, below or above a nationally average group of students with the same prior attainment and taking the same subject and qualification.
- 33 LAT VA performance helps to provide a contextualised picture of a provider's performance. Providers that appear to be performing poorly in QSR terms alone may in fact be doing well with learners with low prior attainment and the VA score will show where this is the case.

Section 2 Learner Numbers

- 34 The tables in Section 2 are based on analysis of the Individualised Learner Record (ILR) data at a learner level including Out Turn learner numbers, SLNs and Funding. Data is available for two complete academic years (2008/09 and 2009/10) and provisional full year for 2010/11.
- 35 Outturn is the actual amount of funding recorded by a provider for the number of learners, as measured using the provider's ILR or school census submission for the relevant year.
- 36 The tables provide a range of learner demographics (e.g. age and gender) and by other learning aim characteristics (Highest Level of Study, Mode of Study, Full Level 2 or 3). The definitions of Full Level 2 and 3 align with those used by the Department for Education in their Level; 2 and Level 3 attainment SFR: education.gov.uk/rsgateway/DB/SFR/s000995/index.shtml.

Section 3 Mix and Balance of Provision

- 37 The tables in Section 3 are based on analysis of the learning aims returned through the ILR. Data is available for two complete academic years (2008/09 and 2009/10) and provisional full year for 2010/11. Mix and balance of provision describe the pattern of delivery and can be used to identify trends that can be cross-referenced against other measures of performance.

Section 4 Qualification Success Rates (QSR)

- 38 The tables in section 4 provide a more detailed breakdown of QSRs including analysis by length and level of qualification, by sector subject area and by a range of demographic indicators (Gender, Ethnicity, Disadvantage).

Section 5 Socio-economic Performance Indicator (SEPI) Success

- 39 The Socio-economic Performance Indicator SEPI (formerly described as Index of Multiple Deprivation (IMD) Success Rate Analysis) is designed to provide a contextual measure of performance by setting success rate performance alongside information about the social and economic disadvantage profile of the learner cohort.
- 40 The analysis is based upon outputs from the IMD 2007 applied to individual learner's postcodes. The information is provided to enable a comparison of a college's success rates by age and level, with national averages referenced against statistical neighbours. This analysis is one of the data sets used by Ofsted as part of the inspection process.
- 41 The information is provided for contextual information only rather than decision making. It will not have any influence on allocation of funding.
- 42 The analysis contained within the reports covers 2 years, 2008/09 and 2009/10. The 2008/09 information is entitled *IMD Success Measures* and the 2009/10 tables are entitled *SEPI Success Measure* but in practice the analysis is the same for both years; this is simply a change of name.
- 43 For both 2008/09 and 2009/10 the information is split into two tables; 'provider' and 'benchmarking'. A column by column explanation follows for each of the tables:

Provider Tables 5.1 and 5.3

Level of Learning

Levels 1,2,3,4, E and X are included in the analysis. Other levels of learning are excluded because there is insufficient volume to make them meaningful.

Total IMD Score

This is calculated by adding together the IMD score for each of the postcodes of 16-19 learners undertaking that level of learning.

Starts

Total number of 16-19 starts for the level of learning

Average IMD Score

This is calculated by dividing the total IMD score by the total number of starts.

Provider Success Rate

This is for 16-19 learners undertaking that level of learning.

National Success Rate

This is for all 16-19 learners nationally undertaking that level of learning.

Benchmarking Tables 5.2 and 5.4

Level of Learning

Levels 1,2,3,4, E and X are included in the analysis. Other levels of learning are excluded because there is insufficient volume to make them meaningful.

Number of comparable providers

This is the total number of providers of the same institutional type (GFEC or sixth form college) who deliver that level of learning to 16-19 learners.

IMD rank by Provider Type (1 = most deprived)

Ranked by the average IMD score (column 4 in 5.2 and 5.4)

IMD position (0.01 = most deprived)

This calculation is the IMD rank of the institution expressed as a percentage, in order to identify within which success rate quartile each level of learning is placed. Quartile 1 covers providers ranked between 0.01 and 0.25, Q2 for 0.26 – 0.50, Q3 0.51 – 0.75, Q4 0.76 – 1.0.

SR QRL1, 2, 3, and 4

These columns show the average success rates for each quartile. This is calculated by dividing all the successes for a group of colleges in a given 25% range, by all those that started. This is calculated for the four bands (0-25 (most deprived), 26-50, 51-75 and 76-100 (least deprived)).

- 44 This analysis makes it possible to compare performance for similar statistical neighbours. For example if a particular cohort gave the college a ranking in percentile terms of 35%, then it is reasonable to compare the college's success rate with the average performance generated in the 26-50 inter-quartile band. Both the IMD measure and the Value Added (VA) measure as described in 1.5 above are helpful for contextualizing college performance and should be considered alongside QSR and MLP information.

Section 6 Learner Achievement Tracker (LAT)

- 45 This section of the report shows the VA performance for each of the graded Level 3 qualifications for which a score has been calculated. It includes the upper and lower bounds of the 95% confidence interval, and indicates for each qualification whether the score is below average, average or above average performance. Further detail about a providers VA performance is available from the provider gateway.

School Sixth Form (SSF) v4-0 and Academies v4-0 (sponsor and converter) Reports: User Guidance

46 The SSF and Academies Reports are based on the template for FE Reports. This part of the guidance only varies where the content of the report is different.

Section 1 High Level Provider Summary

1.1 Allocation

47 The table provides high level summary information about the provider's 16-19 financial allocation from the YPLA. The following issues should be considered:

- Is the overall volume of funding/provision growing or reducing? At what rate?
- Is the ratio between learners and SLNs within expected bounds?

1.2 Ofsted Inspection Grades

48 Refer to previous section on FE for guidance.

1.3 16-19 Value Added (VA) Summary Table

49 Refer to previous section on FE for guidance.

Section 2 Learner Numbers

50 The tables in Section 2 are based on analysis of the School Census return. The tables provide a 3 year trend analysis of a breakdown of census data at a learner level. The tables provide drill down by a range of learner demographics (Age, Gender, SEN, FSM, Ethnicity, Geography) and by other learner characteristics (Highest Level of Study, National Curriculum Year). The data can be used to 'drill down' and identify any areas of concern and to inform dialogue with providers.

Section 3 Mix and Balance of Provision

51 These tables are based on analysis of the learning aims returned through the School Census. Data is available for two complete academic years (2008/09 and 2009/10) and provisional full year for 2010/11. Mix and balance of provision describe the pattern of delivery and can be used to identify trends that can be cross-referenced against other measures of performance.

Section 4 School & College Performance Tables

52 This section provides summary data about Level 3 performance from the Performance Tables published by the Department for Education (DfE). The information gives comparative information on the achievement and attainment of pupils in secondary schools, and how they compare with other schools in their local authority and in England. The comparisons are made on the basis of qualification and curriculum authority (QCA) points, the point scoring system developed by QCA for use as a means of measuring institutional performance.

Section 5 Learner Achievement Tracker (LAT)

53 Refer to previous section on FE for guidance.

Independent Private Providers (IPP) v2-0 Report: User Guidance

54 The IPP Reports are based on the template for FE Reports. This part of the guidance only varies where the content of the report is different. The IPP reports will be available on the IM Portal in mid December.

Section 1 High Level Provider Summary

1.1 Ofsted Inspection Grades

55 Refer to previous section on FE for guidance.

1.2 Total Learners

56 Headline summary of the past two full years, and year to date of current year.

1.3 Summary of E2E

57 Headline summary of key E2E performance indicators.

Section 2 Learner Numbers

58 Refer to previous section on FE for guidance.

Section 3 Mix and Balance of Provision

59 Refer to previous section on FE for guidance.

60 Table 3.1 “E2E Programme” – this line represents learning aim: XE2E0001 “Entry to Employment”, which was the main funding record for the E2E funding stream. It could have been shown under Level, in which case it would have been included under “Other”, but on this table has been clearly differentiated from true learning aims.

61 Table 3.2 “E2E Programme” – see note to Table 3.1. On this table the E2E Main Learning Aim would have been included under “U. Unknown”.

Section 4 Entry to Employment (E2E) and Foundation Learning (FL)

62 Throughout this section, the count is of E2E programmes, and not of learners.

4.1 Starts and Leavers by Date

63 This table is designed to show the recruitment profile through the year, and similarly to show the pattern of leavers through the year.

64 ‘Starts’ are E2E programmes that commenced between 1st August and 31st July of the academic year. ‘Leavers’ are E2E programmes that ended, for whatever reason, between 1st August and 31st July.

65 An E2E programme could begin in one academic year and end in another therefore the Starts and Leavers columns may not be directly comparable.

4.2 Starts and Leavers by Age and Date

66 “Age (in-year)” is the age of the learner on 31st August of the academic year.

4.3 Positive E2E Progressions in Academic Year

67 This is the detailed table from which Table 1.3 is derived. This table shows and analysis of Total Leavers from Tables 4.1 & 4.2, showing the number with a “positive” progression and an analysis of positive progressions by destination.

4.4 Destinations analysis by Academic Year

68 Percentage analysis of E2E destinations from Table 4.3, benchmarked against the percentage profile of all Independent Private Providers.

4.5 Detailed E2E Destinations Information as recorded to ILR field A50

69 This table gives further detail on the destinations of leavers, and the reasons learning ended. ILR field A50 is the source of information for Tables 4.3 & 4.4.

3 Technical Annex to Reports

70 The following is a technical annex which describes the data sources and definitions used in compiling the reports. The report brings together information from a number of different data sources into one provider level report. Wherever possible the annex contains embedded links to already published data sources and definitions used in the report.

Note from the Data Service

71 The definitive source of information on participation, achievement and success rate information for the FE Sector is the Post-16 Statistical First Release (SFR). The SFR is a separate publication to these provider level reports. The SFR is a quarterly publication, the latest SFR was published on 27 Oct 2011. The SFR is available on the Data Service website at:

<http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/>

72 The SFR is a National Statistic and the 'National Statistics' Quality Mark indicates that the statistics have been produced in accordance with a [Code of Practice for Official Statistics](#). The Code of Practice requires the statistics to be produced, managed and disseminated to high professional standards. The statistics must be well-explained and meet users' needs. The SFR meets this standard.

73 National Statistics publications are regularly reviewed by the UK Statistics Authority's Monitoring and Assessment team to ensure that they comply with the Code of Practice for Official Statistics. A number of documents are published on the Data Service website in line with the Code of Practice for Official Statistics and are available at:

<http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/compliance/>

Further Education (FE) Report: Data sources and definitions

Section 1 High Level Summary

1.1 Allocation v Out Turn

74 Data are sourced from the YPLA's Allocation Management and Payment System (AMPS) which records agreed funding allocations made to a provider. AMPS also records the final funding claims submitted by FE providers. Data are correct as of January 2011. Allocations before 10/11 have separate FE and E2E elements.

1.2 Ofsted Inspection Grades

75 For the most up to date information on inspections, refer to the link provided in the report.

1.3 Qualification Success Rates (QSR)

76 Data are sourced from provider level Learner Responsive QSR Reports which are published by the Data Service via the provider gateway. Information on the methodology and definitions used is available through the following link:

http://www.thedataservice.org.uk/statistics/gsr_mlp/learner_responsive_gsr/

NB: The QSR methodology was changed in 2008/09 to reflect the introduction of Demand Led Funding (DLF). QSRs for 2007/08 were not recalculated using the new methodology. Historical values shown are the same as on reports produced in 2007/08 and the figures cannot be used for trend analysis. 2008/09 & 2009/10 figures are highlighted in a red dotted line.

77 QSRs published in this report are final data for 2009/10. Further details on this are available through the Data Service web link above.

1.4 Minimum Levels of Performance (MLP)

78 Data are sourced from provider level MLP Reports published by the Data Service via the provider gateway. Information on the methodology and definitions used is available through the following link:

http://www.thedataservice.org.uk/statistics/gsr_mlp/mlp/

79 The MLP published in this report are final data for 2009/10. Further details on this are available through the Data Service web link above.

1.5 Value Added (VA) data on the Learner Achievement Tracker (LAT)

80 Data are sourced from provider level reports available on the LAT via the provider gateway. Information on the methodology and definitions used is available through the YPLA website:

<http://www.ypla.gov.uk/aboutus/ourwork/ga/lat-va-tool/>

NB: The VA data in this report are final data for 2008/09 and amended data for 2009/10.

Section 2 Learner Numbers

81 Information within Tables 2.1 to 2.6 is sourced from analysis of the ILR. It contains data for 2008/09, 2009/10 and 2010/11 and is based the following files and freezes of data from the Data Service:

- 2008/09 L05 20/01/2010
- 2009/10 L05 25/11/2010
- 2010/11 LR04 09/09/2011 provisional full year data

82 The majority of definitions used within these tables are available via the Data Dictionary on the Data Service website.

Learner

A learner is defined as:

- a. any individual following an E2E programme
- b. any individual aged under nineteen on the last day of August of the relevant academic year, who is following a YPLA funded course of study in that year which generates SLNs
- c. any individual aged between nineteen and twenty-four nineteen on the last day of August of the relevant academic year, who has significant limiting learning difficulties and/or disabilities. Significant in this context is identified by the learner requiring more than £5,500 in additional learning support expenditure to be able to participate.

All individuals who attend independent specialist providers as part of our dedicated provision for individuals with limiting learning difficulties and disabilities are not included in these figures.

Link: [Standard Learner Number](#)

Link [Age](#)

Link [Highest NVQ Level](#)

Link [Full Level 2](#)

Link [Full Level 3](#)

Link [Disadvantage Uplift](#)

Learners Local Authority

This is based on a mapping of Learners home postcode (L17) using a postcode file.

Section 3 Mix and Balance of Provision

83 Information within Tables 3.1 and 3.2 is sourced from analysis of the learning aims on the ILR. It contains data for 2008/09, 2009/10 and 2010/11 and is based the following files and freezes of data:

- 2008/09 F05 20/01/2010
- 2009/10 F05 25/11/2010
- 2010/11 LR04 09/09/2011

84 The definitions used within these tables are available via the Data Dictionary on the Data Service website:

Link [Level of Study](#)

Link [Sector Subject Area](#)

Section 4 Qualification Success Rates

85 Data are sourced from provider level Learner Responsive QSR Reports published by the Data Service. Information on the methodology and definitions used is available through the following link:

http://www.thedataservice.org.uk/statistics/qsr_mlp/learner_responsive_qsr/

NB: The QSR methodology was changed in 2008/09 to reflect the introduction of Demand Led Funding (DLF). QSRs for 2007/08 were not recalculated using the new methodology. Historical values shown are the same as on reports produced in 2007/08 and the figures cannot be used for trend analysis. 2008/09 & 2009/10 figures are highlighted in a red dotted line.

86 QSRs published in this report are final data for 2009/10. Further details on this are available through the Data Service web link above.

Section 5 Index of Deprivation (IMD) Success Rate Analysis

87 Data are sourced from a summary level for all General FE Colleges and Sixth Form Colleges constructed by the Data Service at the request of Ofsted and the YPLA. The report uses 2008/09 & 2009/10 ILR information, cross referenced to 2007 index of Multiple Deprivation (IMD) data.

88 Prior and during inspection, inspectors will consider the SePI report alongside the many other performance reports available to them. Where an inspector identifies an issue they want to explore further, they will list it as an area for exploration in the 'Pre Inspection Briefing'. Inspectors will not use the SePI report alone to formulate a judgement, but might use it alongside other evidence to support final set of inspection outcomes.

89 The analysis contained within the reports covers 2 years, 2008/09 and 2009/10. The 2008/09 information is entitled *IMD Success Measures* and the 2009/10 tables are entitled *SEPI Success Measure* but in practice the analysis is the same for both years; this is simply a change of name.

Section 6 Learner Achievement Tracker

90 Data are sourced from provider level reports available on the LAT via the provider gateway. Information on the methodology and definitions used is available through the YPLA website:

<http://www.ypla.gov.uk/aboutus/ourwork/qa/lat-va-tool/>

School Sixth Form (SSF) and Academies (sponsor and converter) Reports: Data sources and definitions

Section 1 High Level Summary

1.1 Allocation

91 Data are sourced from the YPLA's AMPS which records agreed funding allocations made to a provider. Data are correct as at October 2010.

1.2 Ofsted Inspection Grades

92 Refer to previous section on FE for data sources.

1.3 Value Added (VA) data on the Learner Achievement Tracker (LAT)

93 Refer to previous section on FE for data sources.

Section 2 Learner Numbers

94 Information within Tables 2.1 to 2.5 is sourced from analysis of the School Census. It contains data for 2007/08, 2008/09 and 2009/10 and is based the following data from the DfE via the Data Service:

- 2008/09 summer census (S04)
- 2009/10 summer census (S04)
- 2010/11 summer census (S04)

95 The definitions used within these tables are available via the Data Dictionary on the Data Service website:

[Learner Numbers](#)

The learner definition used in this report is the same as what is used to derive learner numbers for allocations which includes learners generating in year SLNs or payments. Learner numbers are based on those in curriculum years 12, 13, 14 or 15 with a current or main enrolment status.

Link [Age](#)

[National Curriculum Year](#)

This is the year group of the learner

[Special Education Needs \(SEN\)](#)

SEN status of the learner

[Free School Meals \(FSM\)](#)

Eligibility for Free School Meals at age 15

[Learning Aim Type](#)

In Year learning aim type for the aim

[Learners Local Authority](#)

This is based on a mapping of Learners home postcode using a postcode file.

Section 3 Mix and Balance of Provision

96 Information within Tables 3.1 to 3.3 is sourced from analysis of the learning aims on the School Census. It contains data for 2007/08, 2008/09 and 2009/10 and is based the following data:

- 2008/09 summer census (S04)
- 2009/10 summer census (S04)
- 2010/11 summer census (S04)

97 The majority of definitions used within these tablas are available via the Data Dictionary on the Data Service website:

Link [Level of Study](#)

Link [Sector Subject Area](#)

Section 4 School & College Performance Tables

98 Data are sourced from the performance tables published by DfE. Information on the methodology and definition used is available on the DfE website through the following link:

<http://www.education.gov.uk/performancetables/>

Section 5 Learner Achievement Tracker

99 Refer to previous section on FE for data sources.

Independent Private Provider (IPP) Report: Data sources and definitions

Section 1 High Level Summary

1.1 Ofsted Inspection Grades

100 Refer to previous section on FE for data sources.

1.2 Total Learners

101 Refer to previous section on FE for data sources.

1.3 Summary of E2E

102 See full explanation IPP Report Section 4 below

Section 2 Learner Numbers

103 Refer to previous section on FE for data sources.

Section 3 Mix and Balance of Provision

104 Refer to previous section on FE for data sources.

105 Tables 3.1 and 3.2 “E2E Programme” – this line represents learning aim: XE2E0001 “Entry To employment”

Section 4 Entry to Employment (E2E)

106 Throughout this section learning aim: XE2E0001 “Entry To employment” is used to count E2E programmes. This corresponds to the E2E Allocations process for years 2008/09 and 2009/10.

4.1 & 4.2 Starts, Leavers and Age

107 **Starts** is the count of learning aim code: “XE2E0001” having a start date between 1st August to 31st July of the academic year. It is the total, or “gross” number of starts on the ILR, regardless of how long or short the actual period in learning may have been. This corresponds to the method used in the E2E allocations process for these years.

108 **Leavers** is the count of learning aim code: “XE2E0001” having a leave date between 1st August to 31st July of the academic year.

109 **Age** is derived from the date of birth of the learner associated with the “XE2E0001” learning aim. See under FE Report Section 2 and this link:

Link [Age](#)

4.3 Positive E2E Progressions

110 **Stay (wks)** This is an average figure, based upon the total leavers shown on these tables, plus any leavers recorded on the ILR during the “grace” period for

data entry: September – November, in other words, programmes recorded with leave dates in the “notional” periods 13-15. For this grand total of all leavers:

- 111 Stay (wks) = (Days duration in-learning of all leavers/all leavers/7)
- 112 **E2E Progressions** “leavers” (i.e.learning aims “XE2E0001” that have ended) coded 20-26 on ILR field A50.
- 113 **E2E Destinations** “leavers” (i.e.learning aims “XE2E0001” that have ended) coded as follows on ILR field A50:
- | | |
|-----------------|--------------|
| Apprenticeships | Code 20 |
| FE | Codes 25, 26 |
| Employment | Codes 23,24 |

4.5 Detailed E2E Destinations Information

- 114 **ILR field A50** Destinations, or “progression”, was a key indicator for E2E and continues to be collected for Foundation Learning. The numbers on Table 4.5 have been filtered to show Leavers only. In other words, code 96 will always show zero.

4 Frequently Asked Questions

The following are frequently asked questions (FAQs) designed to support the release of the October 2011 16-19 data and analysis.

Q1 What is the purpose of the updated 2011 data?

A1 The purpose is to support local authorities and providers in fulfilling their statutory duties by providing information on 16-19 year olds' provision.

Q2 Who is the information aimed at?

A2 Local Authorities and providers are the primary audience. However, to support the coalition government's commitment to transparency, the previous release overview and residency data and MI reports will be made available publicly on the YPLA website at the end of November.

Q3 When will the information be delivered?

A3 Information has previously been made available at three points of the year, each covering a different theme:

- In April an overview of the learning landscape was published alongside a Residency Data and MI Report, local authority level pivot tables containing data for residents and providers, with appropriate regional and national comparators including FE and SSF learners and learning aims.
- In May an Attainment and Progression report was published together with updated data including Qualification Success Rates and a matched administrative dataset showing achievement of Levels 2 and 3 by age 19.
- In June an overview of participation by young people was published. The latest release is the fourth for this year.

Released 31st October 2011:

- | | | |
|---|------------------------------|--|
| 1 | Residency Data and MI Report | Updated data tables in PDF format describing key information for FE, Academies and school sixth forms at local authority level with appropriate regional and national comparators including: <ul style="list-style-type: none">• learner data (learner demographics)• learning aims data (curriculum mix) |
| 2 | Data and MI Tools | Updated Excel 2003 pivot tables at local authority level, containing data for residents and providers, with appropriate regional and national comparators including: <ul style="list-style-type: none">• FE learners and learning aims• SSF learners and learning aims |
| 3 | Provider Data and MI Reports | Updated provider level reports in PDF format for all FE, Academies and school sixth forms in a local authority area |

Released 12th December 2011:

- 1 Data and MI Tools An Excel 2003 pivot table at local authority level, containing data for residents and providers, with appropriate regional and national comparators including:
 - ESF learners and learning aims
- 2 Provider Data and MI Reports Updated provider level reports in PDF format for all IPPs in a local authority area

Q4 Where will I be able to access the reports and data tools?

A4 The reports and data tools will be available through the IM Portal week commencing October 31st (mid December for the IPP reports). You can gain access to the portal by contacting your YPLA territorial team. Please note that this may take a few days to grant access.

Q5 What is the minimum IT specification I will need to access and use the reports and Data & MI Tools?

A5 A web browser and user account to access the IM Portal; Acrobat Reader to view the pdf reports; Excel 2003 to open the Data & MI tools.

Q6 Is training available on how to use the Data and MI Tools?

A6 There will be no training provided by the YPLA. The tools continue to use pivot tables and also include support materials for local authorities (glossary, user guide, etc).

Guidance has been provided below on producing analyses of Travel to Learn, Learners with Learning Difficulties and/or Disabilities (LLDD) and Disadvantage.

Q7 What Apprenticeship data are included?

A7 The National Apprenticeship Service published data definitions and data packs to local authorities in February on the Provider Gateway. No additional data are being provided by the YPLA.

Q8 What Academies data are included?

A8 The SSF and Academies Data & MI Tool (pivot tables) will provide data on all post 16 provision supplied by Academies as part of the school census return. This includes all converter Academies as of March 2011.

Q9 What Entry to Employment (E2E) and Foundation Learning (FL) data are used?

A9 The FE Data & MI Tool (pivot tables) has full information of the breakdown of historical E2E and FL data recorded through the ILR. For 2010/11 it will show FL starts and for previous years E2E starts. The tools will contain the technical definitions used for each.

Q10 What Learner Responsive data are used?

A10 The products are all from the same data source and provide 3 years' data for post-16 provision (08/09 & 09/10 final L05 and 10/11 LR04).

Further information and definitions are available in the notes and glossary section of the Data & MI Tool.

Q11 What school and Academy data are used?

A11 The products are all from the same data source and provide 3 years data for post-16 provision (08/09, 09/10 and 10/11 final May census).

Further information and definitions are available in the notes and glossary section of the Data & MI Tool.

The 2008/09 Qualifications Success Rates (QSR) has not been used due to the poor quality of the census data matched to awarding body data.

Q12 Where can I go for further information?

A12 For further information, please contact your YPLA Territorial geographical contacts.

For information regarding Apprenticeship data, please contact your regional NAS team.

5 Using Pivot tables

The following are examples of how local authorities can use the FE and SSF (including Academies) pivot tables for further analysis.

Q1 How can I use the data in the pivot tables to produce an analysis of Travel to Learn in my area?

A1 To produce a table showing all local FE learners and where they are receiving their learning:

- On the front page of the FE pivot table for the area you want to analyse, click on 'Learner Analysis' in the 'Residents' column.
- Click anywhere within the pivot columns and the Pivot Field List (which shows all the available fields in the pivot) will pop up to the right. If it doesn't, right click the mouse while your cursor is in the pivot table and in the pop-up menu you will see the option 'Show Field List' – click on it.
- Remove fields that you don't want by clicking and dragging the column headings over to the Pivot Field List. The only fields you need for a basic Travel to Learn analysis are 'Learners', 'Learner Upper Tier Local Authority' (the Local Authority in which Learners live), 'Year' and 'Provider Upper Tier Local Authority' (the Local Authority area in which the main campus of the provider is based, use 'Delivery Upper Tier Authority' if you want to show the actual LA area the learner is learning in).
- In Excel 2003, click on the fields you want in the table and drag them over to the main table. In the example below, once the *Starting Point* table was done, the 'Provider Upper Tier Local Authority' field was dragged over to the 'Grand Total' cell and released.
- In Excel 2007, the fields can be ticked as well as clicked and dragged. Remove the tick from fields you don't want.

Example: Starting point

Learners	Year			Grand Total
	2008/09	2009/10	2010/11	
Total	6,622	6,460	6,303	19,385

After adding 'Provider Upper Tier Local Authority'

Learners	Year			Grand Total
	2008/09	2009/10	2010/11	
Area 1	37	29	14	80
Area 2	150	167	189	506
Area 3	3	2	2	7
Area 4	1	2	3	6
Area 5	25	5	9	39
Area 6			1	1
Area 7	592	610	550	1,752
Area 8	157	119	118	394
Area 9	4,001	3,912	3,923	11,836
Area 10	106	182	177	465
Area 11	136	85	52	273
Area 12	1	1		2
Area 13	6		1	7
Area 14	9	5	5	19
Grand Total	5,224	5,119	5,044	15,387

To produce a table showing Travel to Learn by level of learning:

- In Excel 2003, starting with the above settings, open the Pivot Field List and click and drag 'Highest Level Undertaking' to the area between the 'Provider Upper Tier Local Authority' and '2008/09' column headings. This produces an additional column showing the level breakdown.
- In Excel 2007, you can tick the fields you want or click and drag them.

Example: After adding 'Highest Level Undertaking' (part table only shown)

Learners		Year			
Provider Upper Tier L	Highest Level Undertaking	2008/09	2009/10	2010/11	Grand Total
Area 1	Level 1	10	9	4	23
	Level 2	27	20	10	57
Area 1 Total		37	29	14	80
Area 2	Entry Level	10	15	17	42
	Level 1	16	21	26	63
	Level 2	37	42	46	125
	Level 3	87	89	100	276
Area 2 Total		150	167	189	506
Area 3	Level 2	3			3
	Level 3		2	2	4
Area 3 Total		3	2	2	7
Area 4	Level 2	1	2	3	6
Area 4 Total		1	2	3	6
Area 5	Level 2	25	5	9	39
Area 5 Total		25	5	9	39

Q2 How do I produce a report on resident FE learners with Learning Difficulties and/ or Disabilities for my area?

- A2 As for A15, start with the FE pivot and select the 'Learner Analysis' cell in the 16/19 rows.
- In Excel 2003, click and drag the 'LLDD Indicator', 'Learners' and 'Year' fields are dragged from the Pivot Field List to the main table. Remove unwanted fields as described in A14.
 - Add other filters as required – such as ethnicity, gender o disadvantage.
 - In Excel 2007, you can choose to tick the required fields or click and drag them.

Example: With 'Learners', 'Year' and 'LLDD Indicator' fields included

Learners	Year			
LLDD Indicator	2008/09	2009/10	2010/11	Grand Total
Learner Considers Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	887	1,035	982	2,904
Learner Does Not Consider Himself Or Herself To Have A Learning Difficulty And/Or Disability And/Or Health Problem	5,606	5,309	5,265	16,180
No Information Provided By The Learner	129	116	56	301
Grand Total	6,622	6,460	6,303	19,385

Q3 How do I produce a report on disadvantage in school sixth forms?

A3 Start by opening the school sixth forms pivot, then ensure that the 'Learners' field is ticked.

- In Excel 2003, drag the 'FSM eligible' field (from the rows above the data, or, if it is not there, from the Pivot Field List (accessed as described in A15) to the 'Total' field and release the cursor. This will give you a table showing three categories; 'FSM Eligible, Not FSM Eligible' and 'Unknown'.

- To explore the data by gender, ethnicity, disability etc, add other filters by dragging them to the column between 'FSM Eligible' and the year.
- In Excel 2007, you can choose to tick the required fields or click and drag them.

Example: Starting point, 'Learners' and 'Year' ticked

Learners	Year				Grand Total
	2007/08	2008/09	2009/10	2010/11	
Total	700	811	812	766	3,089

Example: with 'FSM eligible' added

Learners	Year				Grand Total
FSM Eligible	2007/08	2008/09	2009/10	2010/11	
FSM Eligible	30	32	37	36	135
Not FSM Eligible	632	720	730	718	2,800
Unknown	38	59	45	12	154
Grand Total	700	811	812	766	3,089

Disadvantage in FE:

There is no FSM data recorded, instead the 'Disadvantage' field is used, which records whether a learner receives 'Disadvantage Uplift' funding

Example: Starting point

Learners	Year			Grand Total
	2008/09	2009/10	2010/11	
Total	3,566	3,567	3,228	10,361

Example: With 'Disadvantage Uplift' added

Learners	Year			Grand Total
	2008/09	2009/10	2010/11	
Disadvantaged	2,418	2,415	2,371	7,204
Not Disadvantaged	1,148	1,152	857	3,157
Grand Total	3,566	3,567	3,228	10,361

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