

A guide to school sixth form data collection and how the information is used

A new UK Government took office on 11 May. As a result this content may not reflect new Government policy. All guidance continues to support the current position unless indicated otherwise.



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Why is the school sixth form data important?

The learning aims data for sixth form students submitted as part of the School Census is used to calculate **success rates** for schools.

Schools providing accurate learning aims data will have a more accurate calculated success rate. *Success rate = (successful outcomes/starts) x 100*

The Success Rate is used in the following ways:

- Funding – a substantial proportion of sixth form funding is a performance element based on success rates
- Local Authority commissioning from 2011/12
- Quality assurance and accountability
- Inspection: Ofsted will also look at school sixth form retention and achievement rates; progression (especially from AS to A2) will also be a key area.





Why is the school sixth form data important?

Success rate data is used by many organisations to make judgements about a school.

It is important that a school's sixth form learning aim data accurately reflects the activities of the students at the school. Head teachers and the senior leadership team should consider the priority of the sixth form data collection when thinking about school admin resources.

The staff who input data need to be supported – sixth form funding depends on them being able to collect and return full and accurate information.

Developing a culture which values accurate information will ensure that a school is depicted fairly by external measures. It will also help drive up standards and performance within the school.





What happens to the data when it leaves the school?

Schools submit their data (either directly, or via their local authority) to the Department for Education.

The Department collects and validates the data using a system called “Collect”.

The validated learning aims data is then matched with outcomes provided by awarding bodies. Learning aims and outcomes for each student are matched using the Qualification Accreditation Number (QAN) and associated Discount code for each aim.

The matching is done by an organisation called the Fischer Family Trust. They use the amended awarding body data which is made available in December each year.

Matching relies entirely on correct QAN and discounts codes plus accurate start and end dates for each learning aim.





What happens to the data when it leaves the school?

The matched data set is sent from the Department to the Data Service, an independently managed organisation funded by the Department for Business, Innovation and Skills. The Data Service adds some additional information (derived variables) to the matched data set. Derived variables include items like assigning a ward/ local authority /region by using the post code. This is now called the ***enriched data set***.

The Data Service also provides a quality assessment of the data indicating the proportion of learning aims with no matched outcomes, the number of outcomes with no matching learning aims and other errors.

The enriched data set is passed to the YPLA who use the information to calculate success rates for each school and then produce an allocation of funding.





How is funding calculated using the data?

The funding formula for school sixth forms is (at the highest level) reasonably simple:

$$\begin{aligned} & \text{Standard learner number (SLN)} \quad \text{i} \\ & \quad \times \\ & \quad \text{National Funding Rate} \quad \text{i} \\ & \quad \quad \times \\ & \quad \quad \text{Provider Factor (success rate included here)} \quad \text{i} \\ & \quad \quad \quad + \\ & \quad \quad \quad \text{Additional Learning Support (ALS)} \quad \text{i} \\ & \quad \quad \quad = \\ & \text{FUNDING ALLOCATION OR OUTTURN IN £} \end{aligned}$$



Standard Learner Number - SLN

Each qualification has a listed number of “guided learning hours” or glh (also known as the “listed rate”).

School sixth form students also get an “entitlement” of 114 glh.

Standard Learner Number is calculated by dividing total number of guided learning hours for each student (including entitlement) by 450 to a maximum value of 1.75.

Example

A student is taking 4 subjects, each with a listed rate of 150 guided learning hours.

$$\text{SLN} = ((150 \times 4) + 114) / 450 = 1.59$$

If there were 5 subjects each with 150glh, the calculation would be:
 $((150 \times 5) + 114) / 450 = 1.92$, above the cap, so the SLN value is 1.75

National Funding Rate

The National Funding rate is the amount in pounds paid for each SLN.

The National Rate is announced in the Statement of Priorities each year. For 2009/10 the National Rate for school sixth forms was £3007. There is no increase to the national rate per SLN in 2010/11.

In our example where the SLN was 1.59, the rate paid for that one learner would have been

$$3007 \times 1.59 = \text{£}4,781.13 \text{ (multiplied by the provider factor)}$$

[More information](#)

National Funding Rate outliers

In 2008/09 a number of schools had an exceptionally high rate per SLN, over £4000, and were treated individually – their rate was reduced. To accelerate the process where all schools would be on the national rate, the rate which categorises a school as an outlier will be reduced.

These newly classified outliers will have their £/SLN rate reduced for

2009/10	£3800
2010/11	£3600
2011/12	£3400
2012/13	£3200

Close information

Provider Factor

The provider factor is made up of several elements:

Area Cost	This is based on the provider postcode
X	
Programme weighting	Each learning aim has a specific programme weighting
X	
Disadvantage	Each aim has a disadvantage factor based on the learner's postcode
X	
Success factor	More information on success factors
= Provider Factor	

Close information

Provider Factor – Success Factor

The **success rate** which is calculated using the aims submitted by the schools and the outcomes provided by awarding bodies is transformed into the **Success Factor**:

$$\text{Success Factor} = (\text{success rate}/2) + 0.5$$

Examples

- 0% success rate = 0.5000 success factor
- 50% success rate = 0.7500 success factor
- 100% success rate = 1.0000 success factor

Close information

Additional Learning Support

This is additional funding with the rate based on the previous years cohort

GSCE English and Mathematics Points		Rate for 2009/10
0-15	No passes	£1015
16-31	1 G grade	£735
32-43	2 G grades	£501
44-55	2 F grades	£356
56-67	2 E grades	£236
68-79	2 D grades	£145
80-91	2 C grades	£78
92-103	2 B grades	£36
104-115	2 A grades	£23

Close information



Funding example - complete & accurate records

learner number	Year	home postcode	Qual. number (QAN)	learning aim start date	learning aim expected end date	learning aim actual end date	completion status	grade	SLN						Prog. Weighting Factor	qual type	08/09 success rates?
									Area uplift	Disadvan uplift	GLH (aims)	aim SLN	learner SLN	Achieved?			
a00001	12	cv1 2wt	10001360	31/08/2008	31/07/2009	31/07/2009	completed	A	1.00	1.08	150	0.33	1.25	Yes	B	AS	yes
a00001	12	cv1 2wt	10036568	30/08/2007	31/07/2009	31/07/2009	completed	A	1.00	1.08	150	0.33	1.25	Yes	B	AS	yes
a00001	12	cv1 2wt	10004919	30/08/2008	31/07/2009	31/08/2009	completed	A	1.00	1.08	150	0.33	1.25	Yes	B	AS	yes
a00002	12	cv6 ab	10001694	31/08/2008	31/07/2009	31/07/2009	completed	D	1.00	1.00	100	0.22	0.81	Yes	B	E	yes
a00002	12	cv6 ab	10003484	02/09/2008	31/07/2009	31/07/2009	completed	E	1.00	1.00	150	0.33	0.81	Yes	B	AS	yes
a00003	12	cv22 3ps	1000368X	30/08/2008	01/07/2009	01/07/2009	completed	Merit	1.00	1.00	450	1.00	1.25	Yes	C	vrq	yes
a00004	13	cv2 2as	10001062	30/08/2007	31/07/2008	31/07/2009	completed	F	1.00	1.16	450	1.00	1.25	No	C	vrq	no
a00005	12	cv2 4rr	1000368X	01/08/2008	05/07/2009	05/07/2009	completed	F	1.00	1.00	520	1.16	1.41	No	C	nvq	yes
a00006	13	b10 3rr	1004744X	31/08/2008	31/07/2009	03/10/2008	withdraw		1.00	1.00	150	0.33	0.00	No	B	A-level (A2)	yes
a00006	13	b10 3rr	10005924	01/10/2008	31/07/2009	03/10/2008	withdraw		1.00	1.00	150	0.33	0.00	No	B	A-level (A2)	yes
a00006	13	b10 3rr	10001979	30/08/2008	05/07/2009	03/10/2008	withdraw		1.00	1.00	150	0.33	0.00	No	B	A-level (A2)	yes
a00007	13	b13 2ee	10042933	31/08/2008	31/07/2010	30/10/2008	transfer		1.00	1.12	550	1.22	1.48	No	E	vrq	no
a00007	13	b13 2ee	50025867	30/10/2008	01/07/2010		continuing		1.00	1.12	550	1.22	1.48	continuing	E	vrq	no
a00008	12	b2 2wd	10001190	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	A	AS	yes
a00008	12	b2 2wd	10005778	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	B	AS	yes
a00008	12	b2 2wd	10005924	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	B	AS	yes
a00009	12	cv9 9th	10034055	07/05/2008	01/05/2010		continuing		1.00	1.00	150	0.33	0.59	continuing	F	AS	no
a00010	12	sw19 2rd	10060042	31/08/2008	30/05/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	A	AS	yes
a00010	12	sw19 2rd	10060042	01/09/2008	24/06/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	B	AS	yes
a00010	12	sw19 2rd	10003630	01/12/2008	24/06/2009		continuing		1.00	1.00	150	0.33	1.25	continuing - AS not cashed	C	AS	yes





Funding example - Census return, with errors highlighted

learner number	home Year	home postcode	Qual. number (QAN)	learning aim start date	learning aim expected end date	learning aim actual end date	completion status	grade	Area uplift	Disadvan uplift	SLN GLH (aims)	aim SLN	learner SLN	Achieved?	Prog. Weighting Factor	qual. type	include in 08/09 success rates?
a00001	12	cv1	10001360	31/08/2008	31/07/2009	31/07/2009	completed	A	1.00	1.00	150	0.33	1.22	achieved	B	AS	yes
a00001	12	cv1	10036568	30/08/2007	31/07/2009	31/07/2009	completed	A	1.00	1.00	150	0.33	1.22	achieved	B	AS	yes
a00001	12	cv1	10004919	30/08/2008	31/08/2009	31/08/2009	completed	A	1.00	1.00	150	0.30	1.22	achieved	B	AS	no
a00002	12	cv6 ab	2055250	31/08/2008	31/07/2009	31/07/2009	completed	D	1.00	1.00	0	0.00	0.33	don't know			no
a00002	12	cv6 ab	10003484	02/09/2008	31/07/2009	31/07/2009	completed	E	1.00	1.00	150	0.33	0.33	achieved	B	AS	yes
a00003	12	cv22 3ps	1000368X	30/08/2008	01/07/2009	01/07/2009	completed	32B	1.00	1.00	450	1.00	1.25	don't know	C	vrq	no
a00004	13	cv2 2as	10001062	30/08/2007	31/07/2008	31/07/2009	completed	16F	1.00	1.16	450	1.00	1.25	don't know	C	vrq	no
a00005	12	cv2 4rr	1000368X	01/08/2008	05/07/2009	05/07/2009	completed	45	1.00	1.00	520	1.16	1.41	don't know	C	nvq	no
a00006		b10 3rr	1004744X	31/08/2008	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	no achievement	B	A-level (A2)	yes
a00006		b10 3rr	10005924	01/10/2008	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	no achievement	B	A-level (A2)	yes
a00006		b10 3rr	10001979	30/08/2008	05/07/2009		continuing		1.00	1.00	150	0.33	1.25	no achievement	B	A-level (A2)	yes
a00007	13	QQ9 9QQ	10042933	31/08/2008	31/07/2010	30/10/2008	transfer		1.00	1.00	550	1.22	1.48	no achievement	E	vrq	no
a00007	13	QQ9 9QQ	50025867	30/10/2008	01/07/2010		continuing		1.00	1.00	550	1.22	1.48	continuing	E	vrq AS	no
a00008	12	b2 2wd	10001190	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing	A	(part of A-level) AS	no
a00008	12	b2 2wd	10005778	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing	B	(part of A-level) AS	no
a00008	12	b2 2wd	10005924	30/08/2007	31/07/2009		continuing		1.00	1.00	150	0.33	1.25	continuing	B	(part of A-level)	no
a00009	12	cv9 9th	10034055	07/05/2008	01/05/2010		continuing		1.00	1.00	150	0.33	0.33	continuing	F	vrq	no

Data missing





Provider Factor calculation – full & accurate records

learner number	SLN GLH (aims)	Aim SLN	Programme Weighting Factor	PW_F SLN weighted PWF at aim level (PW x SLN)	Disadvan. uplift	PW_DIS_F SLN & PW weighted disadvantage (SLN*PW*DIS)	Area uplift	PW_DIS_AREA_F SLN,PW & Disadv. Weighted Area costs (SLN*PW*DIS*area)	success Factor	learning aim factor SLN weighted (SLN*PW*DIS*area*SF)
a00001	150	0.333	1.120	0.373	1.080	0.403	1.000	0.403	0.960	0.387
a00001	150	0.333	1.120	0.373	1.080	0.403	1.000	0.403	0.960	0.387
a00001	150	0.333	1.120	0.373	1.080	0.403	1.000	0.403	0.960	0.387
a00001	114	0.253	1.000	0.253	1.080	0.274	1.000	0.274	0.960	0.263
a00002	100	0.222	1.120	0.249	1.000	0.249	1.000	0.249	0.960	0.239
a00002	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.960	0.358
a00002	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
a00003	450	1.000	1.300	1.300	1.000	1.300	1.000	1.300	0.960	1.248
a00003	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
a00004	450	1.000	1.300	1.300	1.160	1.508	1.000	1.508	0.960	1.448
a00004	114	0.253	1.000	0.253	1.160	0.294	1.000	0.294	0.960	0.282
a00005	520	1.156	1.300	1.502	1.000	1.502	1.000	1.502	0.960	1.442
a00005	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
a00006	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
a00006	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
a00006	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
a00006	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
a00007	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.960	0.000
a00007	550	1.222	1.720	2.102	1.120	2.354	1.000	2.354	0.960	2.260
a00007	114	0.253	1.000	0.253	1.120	0.284	1.000	0.284	0.960	0.272
a00008	150	0.333	1.000	0.333	1.000	0.333	1.000	0.333	0.960	0.320
a00008	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.960	0.358
a00008	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.960	0.358
a00008	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
a00009	150	0.333	1.400	0.467	1.000	0.467	1.000	0.467	0.960	0.448
a00009	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
a00010	150	0.333	1.000	0.333	1.000	0.333	1.000	0.333	0.960	0.320
a00010	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.960	0.358
a00010	150	0.333	1.300	0.433	1.000	0.433	1.000	0.433	0.960	0.416
a00010	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.960	0.243
TOTALS		10.547		12.913		13.554		13.554		13.012





Provider Factor calculation – with data errors

learner number	SLN GLH (aims)	Aim SLN	Prog. Weight. Factor	PW_F SLN weighted PWF at aim level (PW x SLN)	Disadvan uplift	PW_DIS_F SLN & PW weighted disadvantage (SLN*PW*DIS)	Area uplift	PW_DIS_AREA_F SLN,PW & Disadv. Weighted Area costs	success Factor	learning aim factor SLN weighted	Errors
a00001	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	post code incomplete – default dis. uplift 1.0
a00001	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	post code incomplete – default dis. uplift 1.0
a00001	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	post code incomplete – default dis. uplift 1.0
a00001	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	post code incomplete – default dis. uplift 1.0
a00002	0	0.000	1.000	0.000	1.000	0.000	1.000	0.000	0.000	0.000	incorrect QAN - no glh or incorrect glh assigned & possibly incorrect PW
a00002	150	0.333	1.000	0.333	1.000	0.333	1.000	0.333	0.750	0.250	
a00002	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	
a00003	450	1.000	1.300	1.300	1.000	1.300	1.000	1.300	0.750	0.975	
a00003	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	
a00004	450	1.000	1.300	1.300	1.160	1.508	1.000	1.508	0.750	1.131	
a00004	114	0.253	1.000	0.253	1.160	0.294	1.000	0.294	0.750	0.220	
a00005	520	1.156	1.300	1.502	1.000	1.502	1.000	1.502	0.750	1.127	
a00005	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	
a00006	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	actual end date missing , wrongly included
a00006	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	actual end date missing , wrongly included
a00006	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	actual end date missing , wrongly included
a00006	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	
a00007	0	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
a00007	550	1.222	1.720	2.102	1.000	2.102	1.000	2.102	0.750	1.577	non verifiable learner post code - assigned a disadvantage uplift of 1.0
a00007	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	non verifiable learner post code - assigned a disadvantage uplift of 1.0
a00008	150	0.333	1.000	0.333	1.000	0.333	1.000	0.333	0.750	0.250	
a00008	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	
a00008	150	0.333	1.120	0.373	1.000	0.373	1.000	0.373	0.750	0.280	
a00008	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	non verifiable learner post code - assigned a disadvantage uplift of 1.0
a00009	150	0.333	1.400	0.467	1.000	0.467	1.000	0.467	0.750	0.350	
a00009	114	0.253	1.000	0.253	1.000	0.253	1.000	0.253	0.750	0.190	
a00010											missing learner - not included in PF
a00010											missing learner - not included in PF
a00010											missing learner - not included in PF
a00010											missing learner - not included in PF
TOTALS		10.324		12.604		12.853		12.853		9.640	





Difference data quality makes to Provider factor figure
– numbers are the totals from previous 2 pages

Full and accurate data

Number of learners	10
SLN/Learner ratio	1.172 (10.547/9)
Prog. Weighting	1.224 (12.913/10.547)
Disadvantage Factor	1.050 (13.554/12.913)
Area Cost Factor	1.000 (13.554/13.554)
Success Factor	0.960 (13.012/13.554)
Provider Factor	1.234 (13.012/10.547)

Data with errors

Number of learners	9
SLN/Learner ratio	1.147 (10.324/9)
Prog. Weighting	1.221 (12.604/10.324)
Disadvantage Factor	1.020 (12.853/12.604)
Area Cost Factor	1.000 (12.853/112.853)
Success Factor	0.750 (9.640/12.853)
Provider Factor	0.934 (9.640/10.324)





Example allocations based on both full & accurate data and incorrect data

example school allocation	Area Cost	Disadvantage uplift	Programme weighting	Success factor	Provider Factor	SLN to learner ratio
data complete and accurate	1.000	1.050	1.224	0.960	1.234	1.172
census data including errors	1.000	1.020	1.221	0.750	0.934	1.147

example school allocation	2009/10 National Rate (£ per SLN)	transitional protection (£ per SLN)	ALS rate (£ per SLN)	2009/10 National Pensions Rate (£ per learner)	Total learners
data complete and accurate	£3,007	£3,051	£78.69	£125	12
census data including errors	£3,007	£3,051	£78.69	£125	12

example school allocation	total SLNs	funding using national rate	transitional protection	total funding inc. transitional protection	Pensions allocation	ALS allocation	Total academic year funding allocation
data complete & accurate	14.06	£52,170	£763	£52,934	£1,500	£1,107	£55,540
census data including errors	13.77	£38,649	£566	£39,214	£1,500	£1,083	£41,798
difference	-£0.30	-£13,521	-£198	-£13,719	£0	-£23	-£13,743
percentage difference	-2.11%	-25.92%	-25.92%	-25.92%	0.00%	-2.11%	-24.74%

inputs that can be impacted by incorrect data

inputs not be affected by incorrect census data

calculations





Funding example - summary

In our example the following errors were made:

- 1 learner had an incomplete postcode
- 1 learner had an “unverifiable” postcode
- 1 planned learning end date after July 31st
- 1 incorrect QAN number
- 3 learning aims with missing actual completion dates
- 4 learning aims omitted entirely

The result of these errors was a **24.74% loss** in the total academic year funding allocation.

School sixth form data quality is important!





How is the data used in performance measures?

The evaluation of the performance of all providers delivering education to post 16s, including schools, is based on a variety of tools that draw on learning aims data, such as the Learner Achievement Tracker – used by commissioners and Ofsted to assess value added.

At present it is anticipated that Framework for Excellence will use post 16 learning aims data in 3 performance indicators:

1. Qualification success rates
2. Level 2 Threshold
3. Level 3 Threshold

These indicators are being piloted in 113 schools with sixth forms in 2009/10.

More information on the Framework for Excellence can be found at <http://ffe.skillsfundingagency.bis.gov.uk>





What can a school do to improve the quality of its data?

There are direct links between school sixth form data quality, funding and published performance; and there are things schools can do to make sure that they are represented fairly in funding and performance calculations:

Checklist for schools:

- Are learning aim records kept up to date throughout the year – including completions, withdrawals and transfers?
- Are you using the most up to date QAN list available from the QWS website?
- Are all LEARNING AIM END DATES correct – especially for 2 year courses? All end dates should be **on or before** July 31st of the year the course is due to end.
- Is the STATUS correct for all learning aims? There are only 6 possible codes: re-sitting (0), continuing (1), completed (2), withdrawn (3), transferred (4) or input in error (X).
- Have you recorded ALL learning aims - even for those students off-roll?





What can a school do to improve the quality of its data?

Using school management information systems reports can help check data quality.

It is good practice to check learning aims in the system against class lists or registers every term.

Schools can cross check between exam entry officers, tutors and heads of sixth to make sure that learning aims, exam entries and class lists all contain matching information.

Some software suppliers are producing new reporting tools to help schools check that the data in their learning aims modules matches the data in their exam entry modules. Schools can check with their software supplier to see if these tools are being included in forthcoming versions of their school system.

The TeacherNet website contains up to date guidance about the School Census and schools should check the site before each collection.





What else is being planned to help schools?

Both the YPLA and the Department recognize that the process currently in place for collecting learning aims using QAN and Discount Codes is cumbersome.

There is a project underway to look at all aspects of school sixth form data collection to see how the whole process can be simplified – including reviewing the use of QAN and discount codes.

Additional advice and guidance is being given to local authorities to help them work with schools in their areas. This includes a new data quality feedback report which has been sent to each authority by the Department for the first time this year.

The YPLA and the Department are committed to helping schools and local authorities continue to drive up the quality of school sixth form data which is essential for fair funding and performance calculations.





Where else can I get help and advice on school sixth form data collection?

Keep checking this website for additional help and guidance as the project to review the school sixth form data collection process continues.

The YPLA website also has advice about current 16 to 18 funding policy and rates.

<http://www.ypla.gov.uk/aboutus/ourwork/funding/df/>

For detailed information about the School Census please refer to the School Census Guidance notes or technical specification.

<http://www.teachernet.gov.uk/management/ims/datacollections/schoolcensus/>

If you have any queries about COLLECT or School Census in general, including issues with the QAN QWS website please email the Data Services Group helpdesk:

DSG.helpdesk@dcsf.gsi.gov.uk

