

Train to Gain success rate reporting for the academic year 2008/09

Guidance notes (updated for Period 15)

The key differences between the P12 and the P15 Train to Gain reports are as follows:

- *National comparative success rates are now for 2008/09 instead of 2007/08 as a full year's data are available*
- *Changes to the Learner References (L03) have been processed.*
- *Carry forward FE-NVQs - see section on qualifications included.*
- *Two new data items of Aim Reference and Sector Subject Area Tier 2 have been added to the extract*

These updated guidance notes also explain how to access the postcode file used in the QSR report.

What are Qualification Success Rate Reports?

Qualification Success Rate (QSR) reports are available to providers who deliver Train to Gain (TtG) programmes. The success rate measures the number of learning aims that have been successfully completed against the number of learning aims that were expected to have been completed.

These success rates are broken down by:

- type of qualification:
 - Foundation Learning Tier
 - Skills for Life
 - Full Level 2
 - Full Level 3
 - Other qualifications*(for a definition of the above qualification types please refer to page 4)*
- Sector Subject Area (SSA).

The report also shows a comparison of the number of achievements expected for each end year versus the actual year they achieved in.

For providers that deliver training in more than one location, detailed success rate reports are produced at a national, regional, and Local Authority (LA) level. This is explained in more detail on page 3 in the section entitled "What does the QSR report show?"

What is the purpose of Qualification Success Rates?

Success rates help a training provider to assess the quality of the courses offered. The data feed into the Minimum Level of Performance (MLP) report, which is used for identifying and managing underperformance. The success rate is also one of the performance indicators for the Framework for Excellence (FfE).

Who are they used by?

Success rates are available for each provider of Train to Gain (TtG) programmes that receives Learning and Skills Council (LSC) funding. The information is published through the Provider Gateway. The data are also used by the Office for Standards in Education, Children's Services and Skills (OfSTED) in inspections and the Department for Business, Innovation, and Skills (BIS) for reviewing the performance of Train to Gain providers.

How are they calculated?

Success rates are calculated using the Individualised Learner Record (ILR) data supplied by the provider in their monthly returns for the current and three previous academic years (where available). There is a detailed set of guidelines produced by the LSC for calculating success rates. For more information on this please refer to the Data Dictionary (Technical Definitions) at www.thedataservice.org.uk. Please note the following points about excluded data:

- any transfer to a different learning aim within the same provider will be excluded from the success rate calculation
- there is an agreed period of six weeks (period of grace) from the start date, during which time a learner can withdraw from the learning aim without achieving and not have that early withdrawal affect the provider's overall success rates. These learning aims are therefore excluded from the success rate calculation
- learning aims for learners on planned breaks are excluded from the success rate calculation
- for in-year reporting, aims that are expected to be completed later in the current academic year are excluded from the success rate calculation. For example, when reporting success rates for period 9 in 2008/09, those learning aims that are expected to be completed in period 12 are excluded from calculations.

How is historic data calculated?

Success rates for all years on the report are calculated using the DLF methodology. As this methodology only has true currency for 2008/09, for previous years, the results are indicative rather than a wholly accurate measure of success. For a consistent record to assess historic performance, old style QSR reports for 2007/08 can be found on the Provider Gateway.

How often are they produced?

QSR reports are usually produced quarterly following the ILR collections for collection period 6, 9, 12 and 15. Due to the changes in this year's success rate reports the first in-year reports for 2008/09 were produced at the beginning of June for Period 9 data.

What are the key differences from last year's reports?

The success rates calculation and the reporting requirements of the Further Education (FE) sector have changed in the past year. This is a result of the move to Demand-led Funding and work carried out by OfSTED, the LSC, BIS, DCSF and partner organisations to harmonise reporting methods used across the FE sector.

The key differences are in how the reports are presented and are as follows:

- a new summary report of success rates
- the data are presented at regional level and Local Authority level rather than by local LSC area
- the report now contains national comparative success rates for all providers for comparison purposes.

What information do I receive?

Each provider can download their own data in a zipped file from the Provider Gateway. The zipped file contains:

- QSR reports
 - a summary report covering success rates for England, Regions and Local Authorities (where applicable, relating to this provider)
 - detailed separate reports for England, Regions and Local Authorities (where applicable, relating to this provider)
- a Microsoft Excel file of success rates details for all learners (relating to this provider)
- guidance information.

What does the QSR summary report show?

The summary report is a summary of the success rates for the provider's learning aims by geographical area. (An example of how the file name will look is 123456_Summary_2008_09). The geographical area is determined by the Delivery Location Postcode (field A23) from the ILR. The geographical areas are:

- **England** – success rates for all learning aims (an example of the file name is 123456_Detail_N_England_2008_P9)
- **Government Office Regions** – success rates for learning aims broken down by region (an example of the file name is 123456_Detail_R_North_East_2008_P9)
- **Local Authority (LA) areas** – success rates for learning aims broken down by LA area (an example of the file name is 123456_Detail_L_Norfolk_2008_P9)

The summary report shows:

- percentage success rates for the last three full academic years:
 - for England if there are learning aims in more than one region. If all learning aims are in one region there will be no England level summary as this would be the same as the regional level
 - for each region
 - if there are learning aims in more than one LA

- if all learning aims are in one LA area and there are fewer than 20 leavers in 2008/09
 - for each LA where there are 20 or more learning aims for 2008/09. For fewer than 20 learning aims the LA will not appear on the summary report but the learning aims will be included in the regional summary and England (where applicable)
- the number of overall leavers for each geographical area in 2008/09
- the number of overall leavers for “other Local Authorities” where no individual report for the Local Authority is available
- leavers not allocated to a Local Authority section because the delivery location postcode is outside England, unknown or not supplied. These leavers are included in the summary for England but not in any regional or LA summary

Detailed reports are only available for geographical areas included on the summary report.

How are the detailed reports structured?

The report has the following sections:

- Page 1 Headline actual performance
- Page 2 FE-NVQs in the workplace
- Page 3 Success rates by Sector Subject Area
- Final page Comparison of “*Actual*” and “*Expected*” End Dates

What qualifications are included in the Train to Gain success rates calculation?

Foundation Learning Tier:

The Foundation Learning Tier (FLT) is a programme of work at Entry Level and Level 1. The programme is made up of progression pathways.

Skills for Life:

Learning aims that count towards Skills for Life participation include aims that count towards the Skills for Life PSA target and Skills for Life ‘other provision’ that is Adult Literacy, Numeracy and English for Speakers of Other Languages (ESOL) courses not approved by the Secretary of State but that are based on the national standards. For a more detailed definition please refer to the definition of A_SFLP in the Data Dictionary [technical definitions](#) area. An example of a Skills for Life qualification is a Certificate in Adult Numeracy.

Full Level 2 and Full Level 3:

Definitions of Full Level 2 and Full Level 3 qualifications can also be found in the [Data Dictionary](#). An example of a Full Level 3 qualification is an NVQ in Health and Social Care at Level 3.

Other qualifications:

The category “other qualifications” includes: Thin Level 2 and 3 qualifications, Level 4+, Level 2 and Level 3 units, Flexibilities and qualifications that can’t be categorised due to anomalies.

Please note that the Train to Gain Success Rates now include NVQs in the Workplace which were previously funded under FE but are now funded as part of the Train to Gain programme. The Headline actual performance table on page 1 shows a breakdown of these. This is also followed by a separate table called FE-NVQs in the Workplace.

The NVQs in the Workplace are included where:

- Learning aims were recorded as Main Delivery Method (A18) = 12,13, 22 or 23 in previous years ILR
- Learning aims were recorded as Main Delivery Method (A18) = 15 or 16 and are completed in previous years ILR
- Learning aims were recorded as Main Delivery Method (A18) = 15 or 16, and set to continuing in 2007/08. ILR returns are only included if the record also exists in the 2008/09 Employer Responsive return as a Train to Gain learning aim.

Where these records exist in Learner Responsive Returns in 2008/09 they are included in Learner Responsive Success Rates.

Please see the detailed set of guidelines produced by the LSC for more information on this (Data Dictionary Technical Definitions at www.thedataservice.org.uk.)

How is the national comparative success rate calculated?

In the header of the provider summary page you will find the “National Comparative Success Rates for All Providers”. This is the national success rate based on the success rates of all providers, for all types of qualification.

In the summary table the National comparative success rate is stated for each qualification type. The summary at the bottom of this table is the national comparative success rate for all providers, but only for the range of qualifications offered by that provider. Therefore there may be a difference between the two comparative average success rates reported on this page.

Within the detailed reports there is a chart on the provider headline performance page showing the national comparative success rate versus the provider’s success rate. The definition used for the national comparative success rate is the same as the one used in the summary table on page 1 (ie it is the national comparative for all providers but only for the range of qualifications offered by that provider).

What data are included in the “*success rates details for all learners*” file?

Success rate data are provided in the extract as an Excel file and contains the following data:

Data Fields	Description	Example
UPIN	L01 Field that holds the Provider UPIN	105000
Learner_Reference	The provider's reference for the learner, field L03 in the ILR	40003109863
Aim_Reference	The reference of the learning aim (A09)	10013234
Academic_Year	The academic year	2008/09
Period	The reporting Period	9
Delivery_Region	Government office region based on the delivery location postcode. This is only available if there is a valid delivery location postcode	West Midlands
Delivery_Local_Authority	The Local Authority area. This is only available if there is a valid delivery location postcode	Solihull
Delivery_Location_Postcode	This is the postcode of the address where the learning is delivered, field A23	B77 2LR
AgeGroup	The age of the learner at the start of the aim, based on the following bands: 16-18, 19-24, or 25+ (A_AGESTB in the technical definition)	16-18
Ethnicity	Ethnic origin of the learner based on the 2001 national census, field L12	White – British
Gender	The sex of the learner, field L13	Male
Sector_Subject_Area_Tier_1	Shows which sector the qualification relates to.	SSA 01. Health, Public Services and Care
Sector_Subject_Area_Tier_2	The lower level of sector subject area	SSA 7.4 Hospitality and Catering
Learning_Start_Date	The date on which the learning for the began, field A27	27-Feb-07
Learning_Planned_End_Date	The date on which the learner is due to complete the learning. This is decided between the learner and the provider, field A28	04-Jul-08
Learning_Actual_End_Date	The date the learner actually completed the learning, field A31	12-Sep-08
Actual_End_Year	This is derived from field A31 and gives the academic year in which the learner actually completed their learning (P_ACTENDYR in the technical definition)	2008

Expected_End_Year	This is derived from field A28 and gives the academic year in which the learner is expected to complete their learning (P_EXPENDYR in the technical definition). If the expected end date is after the period that is being reported on this will be set to a future year.	2007
AIMType	This identifies the aim classification	Skills For Life
In_FE_NVQ	This is a variable to show if the aim is an FE NVQ in the workplace	Yes or no
ExpectedLeaver	This is a variable to show if the learner was expected to leave by the end of the current reporting Period. It is derived from field A28. 1 = leaver, 0 = continuing (P_Count in the technical definition).	0 or 1
Achiever	This is a variable to show whether the learner has achieved. It is derived from P_Achieve (1 = Achieved, 0 = not Achieved) and only set if P_Count is set to 1.	0 or 1
ActualLeaver	This is derived from field A31 and gives the academic year in which the learner actually left (P_Leaver in the technical definition) constrained by the end of the current reporting Period.	0 or 1
Transfer	This is a variable to show whether the learner has transferred to a different programme from the same provider. It is derived from P_PROG_STATUS. 1 = transferred, 0 = not transferred (P_TRANS in the technical definition)	0 or 1
PlannedBreak	This is a variable to show whether the learner is on a planned break. 1 = Planned Break, 0 = No Planned Break (P_Plan_Break in the technical definition)	0 or 1
Continuer	If P_Leavers = 0 then classed as a continuer.	0 or 1

Please note: This information is slightly different to last year as there are some additional fields included and some have been removed.

For more detailed definitions of data fields please refer to the technical definitions section of the Data Dictionary at www.thedataservice.org.uk.

How do I access the postcode file used in the QSR report?

The Success Rate reports use the National Statistics Postcode Directory (NSPD) May 2008 file. Unfortunately our license does not allow us to share the file outside the Data Service. Further information on this file, including access and cost information is available on the ONS website using the following link:

<http://www.ons.gov.uk/about-statistics/geography/products/geog-products-postcode/nspd/index.html>

Enquiries

If you would like any more information about Success Rates please contact our Service Desk on 0870 267 0001 or email servicedesk@thedata-service.org.uk. Please be aware that the Data Service is responsible for producing QSR reports in accordance with the methodology approved by the Learning and Skills Council (LSC). The QSR methodology is produced by the LSC following the principles set out by the Harmonisation of Success Rates group see <http://www.theia.org.uk/harmonisingsuccessrates/> The QSR methodology is available at the [Data Dictionary](#) on the Data Service website.

The Data Service is glad to receive all queries regarding success rates, but customers should note that these may need to be reviewed by different members of the Harmonisation Group, and as such may take longer to resolve. Before any such queries are logged it would therefore be useful if initial checks against the data extract supplied with the QSR report are performed to provide detailed explanation of the query being raised.