Providing data:
Work-based learning
for young people

You should use the guidelines in this booklet if you have a
contract with the LSC for work-based learning for young people.

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LEARNING NETWORK

ADULT LEARNING
INSPECTORATE

Contents

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🤝	Tells you where you can find out about the support available
✉	Tells you where you can find out how to return your data to the Adult Learning Inspectorate
Q **A**	Frequently asked questions with answers. You will find them at appropriate places in the guidelines.
Check	This gives you information so that you can check that you have entered your data correctly. You will find them at appropriate places in the guidelines.
F **This column is not required**	You do not need to enter data into the named column for the listed programme or programmes. You will find them next to the column in the guidelines.

ADULT LEARNING
INSPECTORATE

Work-based learning for young people

You should use the guidelines in this booklet if you have a contract with the LSC for work-based learning for young people.

Introduction

This booklet is designed to help you to return the information that the Adult Learning inspectorate (ALI) needs from you to ensure that we can plan your inspection. You should use the guidelines in this book if you have a contract with the LSC for work-based learning for young people.

You should also have two disks with the notification letter. One disk contains the forms you need. The other disk is blank and is for you to return the forms if you are unable to do so electronically. The guidance notes tell you which forms to use. The forms are produced in Microsoft Excel. If you do not have access to Microsoft Excel then you should convert the files to another format. We can accept forms in other spreadsheet formats, for example, Lotus 1-2-3 or Quattro Pro. If you are unable to provide the information in one of these formats then please use the details in the **Support** box to contact us.

We have tried to give you easy, step-by-step instructions and guidance. If you are used to producing and analysing data for your training programme you may find you do not need all of the instructions and guidance here.

Support

If you get stuck or would like to talk through any areas there is additional help and support:

→ Once your lead inspector has been allocated, usually a month after notification, you will be able to contact them for advice.

→ Training on how to complete the forms will be provided at the nominee training events.

→ If neither of the above sources is suitable then you can get advice by emailing **data@ali.gov.uk** or by contacting our Planning Information Helpline on **02476 716663**. This phone line will be answered between 1.30p.m and 4.30p.m, Monday to Friday. Outside those hours, or if advisors are dealing with enquiries, you will be able to leave a message and we will call you back as soon as possible.

This booklet covers inspections taking place in April, May and June 2004.

Overview of the information needed

There are two types of information that the ALI needs before your inspection and there is a form for each type on the disk:

The number of learners on each programme at the moment

→ We now receive learner number information directly from the LSC for work-based learning for young people. This is why we do not require you to return this form if you only have an LSC contract. Your lead inspector will ask you to check this information.

→ Inspectors use this information for planning your inspection and to ensure that they have the right number of inspectors for each area being inspected.

Learner progression and achievement – Form LPA(WBL-JCP)

→ This form collects information on the performance of each of the programmes you offer. This covers retention, achievement and specified outcomes.

→ Inspectors use this information to make judgements on the retention, achievement and progression of your learners.

There are different timescales for receiving this information

→ Learner numbers - within about two weeks of the date of the notification letter. The exact date is in the letter.

→ Learner progression and achievement – at least six weeks before the start of your inspection.

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Is this all the information I need to provide?

These two forms cover the main data that may be required for the ALI inspections. The ALI has this data several weeks before the inspection so the lead inspector will ask you to update some of the information at the time of the inspection and may also request additional information about certain aspects of your programme that are not covered by these forms. The lead inspector will explain why this additional information is helpful to the inspection.

Where can I get support?

→ For further assistance please refer to the *Support* box on page 1 of this booklet.

How do I return the data?

The data forms should be completed and returned electronically. If you do not have access to Microsoft Excel then you should convert the files to another format. We can accept forms in other spreadsheet formats, e.g. Lotus 1-2-3 or Quattro Pro. If you are unable to provide the information in one of these formats then please contact us:

→ via email to **data@ali.gov.uk**. When doing so please make sure that the name of your organisation is in the subject of the email. We will confirm receipt of your data by email or letter.

→ or by contacting our Planning Information Helpline on **02476 716663**. This phone line will be answered between 1.30 p.m. and 4.30 p.m., Monday to Friday. Outside those hours, or if advisors are dealing with enquiries, you will be able to leave a message and we will call you back as quickly as we can.

After completing the nil return for learner numbers or the Learning Progression and Achievement form please return them to us via email to **data@ali.gov.uk**. When doing so please make sure that the name of your organisation is in the subject of the email.

If this is not possible then the form should be returned on one of the disks provided on the nil return letter sent to:

QA, Data and Research Team
Adult Learning Inspectorate
Spring Place
Coventry Business Park
Herald Avenue
Coventry
CV5 6UB

REMEMBER: Please make sure the disk is clearly marked with the name of your organisation.

REMEMBER: The first deadline is about two weeks from the date of the notification letter. The exact date is in the letter. This requires returning learner numbers to the ALI.

Returning Learner Numbers

This data is used by the lead inspector to plan the inspection and ensure that they have the right number of inspectors within each area being inspected.

We now receive learner number information directly from the LSC for work-based learning for young people. This is why we do not require you to return this form if you only have an LSC contract. Your lead inspector will ask you to check this information BUT you do need to send a nil return to confirm this within about two weeks of the date on the notification letter. The exact date is in the letter.

How to send your nil return to us

Via email to **data@ali.gov.uk**. When doing so please make sure that the name of your organisation is in the subject of the e-mail. We will confirm receipt of your nil return by email or letter.

If this is not possible then write to:
QA, Data and Research Team
Adult Learning Inspectorate
Spring Place
Coventry Business Park
Herald Avenue
Coventry
CV5 6UB

REMEMBER: Please make sure the disk is clearly marked with the name of your organisation.

Completing the Learner Progression and Achievement Form - LPA(WBL-JCP)

TIMESCALE: at least six weeks before the start of your inspection

This form collects information on the performance of each of the programmes and courses you offer. This covers retention, achievement and progression into employment on other learning programmes.

This form must be returned to the ALI at least six weeks before the start of your inspection. When you receive your notification letter you will not know the exact date of your inspection but once the lead inspector has been allocated they will contact you to let you know. Your lead inspector is normally allocated a month after notification.

This data is validated by the Data and Research Team at the ALI. If there are any queries either a member of the Data Team, or your lead inspector, will contact you. This data is used by the lead inspector to analyse the retention, achievement and progression of your learners.

How do you collect and record your data?

Training providers collect and record their data for work-based learning for young people in different ways. The following headings should cover the ways.

Manual or computerised

➔ Using either a manual or computerised system that you have devised and which meets the requirements of the LSC.

Licensed software

➔ Using software that has been specifically designed for the purpose and that you have a licence to use. These systems produce data for the LSC and also the spreadsheet required by the ALI.

Stage One: Opening the form

Steps	What to do
1. Opening the form	→ Use the disk which contains the files.
	→ You will find a folder marked WBL&JCP
	→ Open this folder and you will find it contains four Microsoft Excel files:
	LPA Example (JCP) - *not applicable for work-based learning for young people*
	LN(JCP) - *not applicable for work-based learning for young people*
	LPA (WBL-JCP)
	LPA Example (WBL)
	→ You only need to use the LPA (WBL-JCP) file for your work-based learning for young people provision
	→ Open this file.
	→ When the message appears on the screen asking about macros – click the 'enable macros' button.
	An example of a completed LPA (WBL) form can be found in Appendix 2.0 of this document.

Steps	What to do
2. Selecting the correct form to use	A screen appears called:
	Learner Progress and Achievement form: Introduction
	You are asked to click on one of three buttons:
	→ If the programmes you run include either Advanced or Foundation Modern Apprenticeships then you should click on button A.
	→ If you have learners on other mainstream LSC-funded work-based programmes (other than E2E or its predecessors, Life Skills and Preparatory Training) but no Modern Apprentices then you should click on button B.
	→ If your only LSC-funded work-based learners are on E2E or predecessor programmes then you should click on button C.
	The difference between the forms from A, B and C is the columns that need to be filled in.

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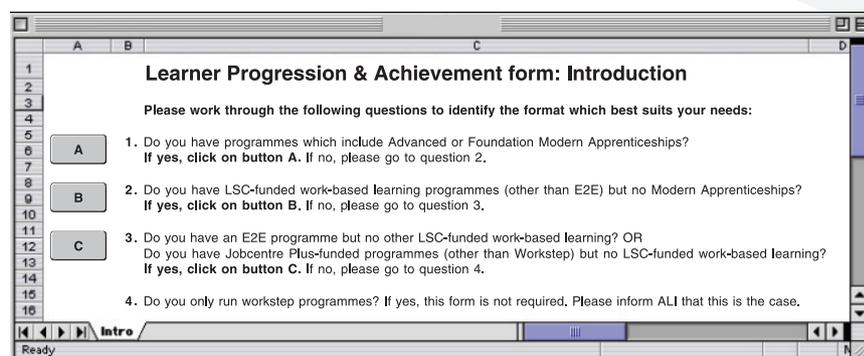
Steps	What to do
3. Saving the form	Once you have clicked on the appropriate button you will find that the introductory sheet is replaced by the main form (see copies of forms in Appendices 1.1-1.3).
	→ At this point, save the form under a different file name in case you need to go back to the original file. If you know your inspection number you could use it as part of the document name, alternatively, you could use your organisation name. This will help us to identify your forms when they are returned.

ANALYSIS OF LEARNER PROGRESSION AND ACHIEVEMENT

Contact name:

Name of learning provider:

Contact telephone No.:

			Section 1: Information about each learning programme					Section 2: Learner		
A	B	C	D	E	F	G	H	I	J	K
Area of learning	Sub-area of learning	Type of learning programme	Name of Learning programme	Highest notional NVQ level of learning programme		Planned duration of programme	Start year of learning programme	Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration
									0	0
									0	0
									0	0
									0	0

Stage Two: Getting ready to fill in the form

Copies of the relevant forms can be found in Appendix 1.0.

The form is a spreadsheet and the headings refer to the data you collect.

The form is divided into three sections and each section is sub-divided into columns.

Section	Column and Title	
1. Information about each learning programme	A	Area of learning
	B	Sub-area of learning
	C	Type of learning programme
	D	Name of learning programme
	E	Highest notional NVQ level of learning programme
	F	Not needed for work-based learning
	G	Planned duration of programme
	H	Start year of learning programme

Section 1: Information about each learning programme							
A	B	C	D	E	F	G	H
Area of learning	Sub-area of learning	Type of learning programme	Name of Learning programme	Highest notional NVQ level of learning programme		Planned duration of programme	Start year of learning programme

Section	Column and Title	
2. Learner numbers at different stages of their programme	I	Total number of starters
	J	Number who reached the end of the planned learning programme
	K	Number who successfully completed all aspects of the programme within the planned duration
	L	Number who achieved all key skills elements of the programme
	M	Number who continued beyond the end of the planned learning duration
	N	Number who subsequently successfully achieved all aspects of the learning programme
	O	Number currently still in learning
	P	Number who entered a specific outcome on leaving the programme
	Q	Number who successfully achieved main NVQ
	R	Number who successfully achieved all technical certificates

Section 2: Learner numbers at different stages of their programme									
I	J	K	L	M	N	O	P	Q	R
Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	Number who achieved all key skills elements of the programme	Number who continued beyond the end of the planned learning duration	Number who subsequently successfully achieved all aspects of learning programme	Number currently still in learning	Number who entered a specified outcome on leaving the programme	Number who successfully achieved main NVQ	Number who successfully achieved all technical certificates
	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0

Section	Column and Title	
3. Indicators	S	% Retention rate
	T	% successful achievement of those who started
	U	% successful achievement within planned duration of those who started
	V	% successful achievement within planned duration of those who finished
	W	% of starters going into specified outcome
	X	% NVQ achievement of those who started MA programmes

Section 3: Indicators					
S	T	U	V	W	X
% Retention rate	% successful achievement of those who started	% successful achievement within planned duration of those who started	% successful achievement within planned duration of those who finished	% of starters going into specified outcome	% NVQ achievement of those who started MA programmes

You only need to fill in sections 1 and 2. Section 3 – the indicators, will be worked out automatically by Microsoft Excel.

Detailed information on what data is needed for each column can be found in the next stage. This information is also on the spreadsheet itself. Click in one of the cells under the column heading and it will tell you what is needed in that column and the way that you need to enter it.

Section 1: Information about each learning programme

C	D	E	F	G
Type of learning programme	Name of Learning programme	Highest notional NVQ level of learning programme		Planned duration of programme

Name of Learning programme
Enter a description of the learning programme. Suggestions for the kind of information required can be found in the guidance notes.

REMEMBER - Make sure that you understand what data is needed for each column and the way that you need to enter it.

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You need to fill in data for every programme you offer

→ Advanced Modern Apprenticeship framework **(AMA)**
→ Foundation Modern Apprenticeship framework **(FMA)**
→ NVQ being run outside an MA Framework **(NVQ)**
→ Entry to Employment **(E2E)** (including previous Life Skills and Preparatory Training)

N.B. You may no longer have a contract for new starts on one or any of the above programmes but if you still have learners working through their programmes then you need to include the data for that programme.

AMA/FMA/NVQ

You should complete one section of the form for each programme you offer. Each section consists of a number of rows containing information about learners who began the programme in different years. Sections for different programmes should follow on from each other without any blank rows between them.

Years that you need to give data for:

You should complete rows for the last three year groups for which the planned duration of the programme has finished.

You should also complete rows for all year groups whose planned duration has not yet finished.

This table illustrates the year groups for which information is required if the form is being completed towards the end of the 2003 -04 academic year

Year	6 month NVQ Training	1 year FMA	2 year FMA/AMA	4 year AMA
2003-04	Y (still)	Y (still)	Y (still)	Y (still)
2002-03	Y (finished)	Y (finished)	Y (still)	Y (still)
2001-02	Y (finished)	Y (finished)	Y (finished)	Y (still)
2000-01	Y (finished)	Y (finished)	Y (finished)	Y (still)
1999-00	N	N	Y (finished)	Y (finished)
1998-99	N	N	N	Y (finished)
1997-98	N	N	N	Y (finished)
1996-97	N	N	N	N

Key:

In some cases programmes identified as still running may have finished. In these cases no data would be required for the earliest year listed.
Y(Still)-data is required because (some of) the year group are still on programme
Y(Finished)-data is required even though the year group will have finished
N-data is not required

E2E (including Life Skills and Preparatory Training)

You need only complete a single section (i.e. a single row per year) covering all E2E programmes which you run. The same normally applies to any Life Skills or Preparatory Training programmes which you ran prior to August 2003. However, it would be helpful if you could separately identify any programmes which were part of the E2E pathfinders.

Since E2E only began as a national programme in August 2003, you need only provide information for the 2003-04 academic year. However, if you previously provided Life Skills or Preparatory Training then you should supply data for up to the previous three academic years (i.e. 2000-01, 2001-02 and 2002-03) as well.

For all programmes

If you have not been running a programme for the specified number of years, or if you do not have data available for earlier years, you should complete as many rows as you can. If you cannot provide all of the data requested then you should complete as many columns as you can. If the data you have provided does not match precisely what has been requested then you should send a covering note with the data. This should explain what the data shows or why you have been unable to provide the data requested.

> **REMEMBER: Sections for different courses should follow on from each other without any blank rows between them.**

Further guidance is given on the sections and individual columns and an example of a completed form can be found in the Appendix 2.0 of this document.

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Stage Three: Filling in the form
The way you collect your data will affect how you fill in the form

Manual or computerised

→ Follow step 1.

→ For step 2, you will need to gather the data into the information needed for each column. You should have looked at this in Stage One.

→ Follow the rest of the steps.

N.B: If you want to copy and paste data from your own spreadsheet, make sure that you have the same number of columns in Sections 1 and 2 as the LPA form and that your headings mean the same. Then follow the copy and paste information under Licensed software below.

Licensed software

→ Follow step 1.

→ Before you start step 2 - print off the spreadsheet report from your software if you have not already done so. It should have the same headings as the LPA form. Check that this is so. If it does not, you will need to manually transfer the information onto the form.

→ Also check that the format that is needed on the form is the same as your software-produced spreadsheet. See step 2 (on the next page). For example, How is the date formatted? If it is not the same, you will have to amend the format once you have copied the data onto the form.

→ Copy just the data (not the headings) in Sections 1 and 2 from your software-produced spreadsheet.

→ Open up your saved LPA form.

→ Put the cursor in the top, left-hand data cell in Section 1 (A9) and from the Edit Menu, click on **paste special**.

→ A second screen will appear, click on **values** and then OK. The data should then appear in Sections 1 and 2 and data should also appear in parts of Section 3 (see step 2 on the next page).

→ If you need to make any manual amendments to the way the data is formatted, for example, date, then do this now.

Steps	What to do
1. Getting the form ready →	Use the form you have saved and fill in the top three boxes: - Contact name - Name of learning provider - Contact telephone number
Q What happens if we have more than 200 rows of data?	**A** Unfortunately, because of the macros included with the form, it cannot take more than 200 rows at a time. If you have more than 200 rows please create another copy (or copies) of the form and input or paste the additional rows into that. We will happily accept more than one copy in this situation. Group your data as per areas of learning, for example, four areas of learning on one form and the rest on another. Do not leave any empty rows between the different areas of learning. If you still have over 200 rows for an area of learning then further divide your data by programme type. Try to keep the rows containing the same type of learning programme for an area of learning together on one form. For example AMA programmes for engineering, technology and manufacturing When you send the data back to the ALI let us know that you have done this and how many forms we should be receiving.

Steps	What to do
2. How to fill in the form →	The form is in three sections – you need to fill data in for sections 1 and 2. Section 3 – the indicators, will be worked out automatically by Microsoft Excel. Do not worry if some of the cells say n/a even if you have entered valid data in sections 1 and 2. This is because Section 3 is only meaningful if the programme has finished.
→	Detailed information on filling in the columns can be found step 3.
→	This information is also on the spreadsheet itself. Click in one of the cells under any column and it will tell you what is needed in that cell and the way that you need to enter it. (See screen on page 10).

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Steps	What to do
3. Filling in the form	You do not need to fill in all the columns on the form. If you are creating data separately from this form and then copying and pasting it onto the form you will need to include a full set of columns from A to R. This will ensure that the data we do need is pasted into the correct columns.
Q **We have created our data in another format and then copied it into your form. When we did so, some of the data disappeared. Why?**	**A** The reason for this is that the form includes some columns which are not relevant to all programmes. Some of these columns are greyed-out. To get round the problem you need to insert blank columns in your data, so that you have the same number of columns as on the form, before copying it. - The column which is not required for AMA and FMA programmes is column F. - The columns which are not required for NVQ Training are F,L,Q,R. - The columns which are not required for E2E (and its predecessor programmes) are F,J,L,M,N,Q,R

Section 1: Information about each learning programme

A Area of learning:
In this column you enter the ALI's area of learning code. Enter the code that identifies the area of learning for the programme. The codes to be used, are:
1. Sciences and mathematics
2. Land-based provision
3. Construction
4. Engineering, technology and manufacturing
5. Business administration, management and professional
6. Information and communications technology
7. Retailing, customer service and transportation
8. Hospitality, sports, leisure and travel
9. Hairdressing and beauty therapy
10. Health, social care and public services
11. Visual and performing arts and media
12. Humanities
13. English, languages and communication
14. Foundation programmes

B Sub-area of learning:
Enter the sub-area of learning for the programme. This enables the data to be sorted into sub-categories.

A list of the area and sub-area codes can be found in the Appendix of **Providing data: An overview**.

Steps	What to do
3. Filling in the form continued	**C Type of learning programme:** Enter the type of learning programme code as below: **Mainstream LSC-funded work-based learning** - AMA-Advanced Modern Apprenticeship - FMA-Foundation Modern Apprenticeship - NVQ-NVQ Training (formerly Other Training for Young People, Youth Training etc) **Entry to Employment (and predecessor) programmes** - E2E-Entry to Employment - LSK-Life Skills - PRT-Preparatory Training **D Name of learning programme:** You should enter a description of the learning programme in this column. In all cases you could add additional details if you think that would be useful, for example, qualification names, occupations etc. You can use any description which will be meaningful to you and your inspector. However, we recommend the following: **Mainstream LSC-funded work-based learning** - AMA or FMA-Enter the name of the framework being followed. - NVQ Training-Enter the title of the main qualification being followed. **Entry to Employment (and predecessor) programmes** - Simply enter the name of the programme (i.e. E2E, Life Skills or Preparatory Training) - If you ran an E2E Pathfinder, please indicate this **E Highest notional NVQ level of learning programme:** Enter the highest NVQ level of the programme. For programmes not involving a qualification, leave the column blank. For qualifications below level 1, enter 0.
F This column is not required.	**F** Remember that if you are copying and pasting from your own data you will need to include a blank column.

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Steps	What to do
3. Filling in the form continued	**G Planned duration of programme:** Enter the duration of the programme **as specified on individual learning plans**. Use one of the following categories: A Over 1 week, up to and including 3 months B Over 3 months, up to and including 6 months C Over 6 months, up to and including 12 months D Over 12 months, up to and including 18 months E Over 18 months, up to and including 2 years F Over 2 years, up to and including 3 years G Over 3 years Z Open-ended programmes

→ Do not include any short programmes lasting one week or less on this form.

→ Code all E2E learners as **Z**.

Q What happens if learners are on the same programme but have different planned programme lengths?

A Where learners all have similar planned programme lengths but they happen to fall into two different categories then it is acceptable to include them all in a single category. Please let us know you have done this in a covering note.

However, if planned programme lengths vary considerably then you will need to complete separate rows for each duration catagory.

H Start year of learning programme:
Enter the year in which the programme started using the correct date format, for example, 2002-03. Use the academic years - August to July, for example, for starts between August 2000 and July 2001, enter 2000-01. See page 11-12 for guidance on which year groups you need to supply information for.

Q What about learners for whom we provide services as a subcontractor to another provider?

A Do not include in your data. These learners will be covered by the inspection of the main contract holder.

Q How should we record learners who transferred from one programme to another?

A These learners should be recorded twice. Firstly, they should be recorded against the programme they originally started on in the usual way. Secondly, they should be recorded against the programme they transferred to, again in the usual way. The duration recorded should be the remaining duration planned from the time when they transferred. You should mention this situation in a covering note, particularly if it applies to a large number of learners. This will ensure that inspectors understand the situation when interpreting the data.

Q We have some learners who transferred to us from another provider. How should we record them?

A These learners should be recorded in the usual way but the duration code used should reflect the remaining duration planned from the time when they joined you. This is because we are only interested in what happened to them after they transferred to you

Steps	What to do

3. Filling in the form
continued

Section 2: Learner numbers at different stages of their programme

All of the data in each row in this section refers to the group of learners who started the learning programme described in columns A-G during the year indicated in column H. You should record this group's progress through the programme up to the present day.

This means that the entries in columns J-R should all be less than or equal to the total number of starters entered in column I. For example, the number in column O should be the number of learners who started in the specified year who are still on programme now and **not** the number who were still in learning at the end of the specified year.

I   Total number of starters:
Enter the number of learners who started on the learning programme described in columns A-E with the planned duration in column G during the year indicated in column H. Include any learners who transferred from another programme or from another provider.

E2E (and predecessor) programmes:
Learners who leave and then resume within 13 weeks (in line with the LSC definition of resumption) should only be counted once.

J   This column is not required for E2E (and predecessor programmes)
Remember that if you are copying and pasting from your own data you will need to include a blank column.

J   Number who reached the end of the planned learning programme:
Enter the number of learners who were still on the learning programme at the end of their planned learning duration, whether or not they successfully completed their learning aim.

You should include in this number any learners who successfully completed all elements of their individual learning plans in a shorter time than expected. It should also include learners who are still on programme now but who have passed the end of their planned duration.

Steps	What to do
3. Filling in the form continued	**K Number who successfully completed all aspects of the programme within the planned duration:** Enter the number of learners who successfully completed all elements of their individual learning plan within the planned duration of the programme. Do **not** include any learners who completed their plan after the end of the planned duration. For open-ended programmes, you should include all learners who successfully completed all elements of their individual learning plan, regardless of when they did so.

Check

The number entered in column K should not be more than the entry in column J (where there is one)

I	J	K	L
Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	Number who achieved all key skills elements of the programme

L This column is not required for NVQ Training or E2E (or predecessor programmes).
Remember that if you are copying and pasting from your own data you will need to include a blank column.

L Number who achieved all key skills elements of the programme:
This information is only required for Modern Apprenticeship programmes. For those programmes, you should enter the number of learners who achieve all the key skill elements in their individual learning plan.

Check

The entry in column L (where there is one) should not be less than the entry in column K.

J	K	L	M
Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	Number who achieved all key skills elements of the programme	Number who continued beyond the end of the planned learning duration

Steps	What to do

3. Filling in the form
continued

M This column is not required for E2E (or predecessor) programmes.
Remember, if you are copying or pasting from your own data you will need to include a blank column.

M Number who continued beyond the end of the planned learning duration:
Enter the number of learners who continued on the programme beyond the end of the planned duration. This should include learners who are still on programme now but who have passed the end of their planned duration.

Do **not** include learners who had successfully completed their learning aim by the end of the planned duration, but were continuing with other learning aims.

Do **not** include learners who transferred to another learning aim, either at the end of the planned duration or before then.

Check
The entry in column M (where there is one) should not be more than the difference between column J and column K.

I	J	K	L	M	N
Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	key skills elements of the	Number who continued beyond the end of the planned learning duration	Number who subsequently successfully achieved all aspects of learning programme

N This column is not required for E2E (or predecessor) programmes.
Remember, if you are copying or pasting from your own data you will need to include a blank column.

N Number who subsequently achieved all aspects of the learning programme:
Enter the number of those recorded in column M who successfully completed all elements of their individual learning plan.

O Number currently still in learning:
Enter the number of learners who are still in learning on the specified learning programme at the time the form is being completed.

Check
The entry in column O should not be more than the difference between column I and the sum of columns K and N.

H	I	J	K	L	M	N	O	P
Start year of learning programme	Total number of starters	end of the planned	Number who successfully completed all aspects of the programme within the planned duration	key skills elements of the	beyond the end of the	Number who subsequently successfully achieved all aspects of learning programme	Number currently still in learning	Number who entered a specified outcome on leaving the programme

Steps	What to do
3. Filling in the form continued	**P** **Number who entered a specified outcome on leaving the programme:** **For Modern Apprenticeship and NVQ Training programmes:** Enter the number of learners who went into (or stayed in) employment when they left the programme. **For E2E (and predecessor) programmes:** Enter the number of learners who either joined mainstream learning programmes or entered employment when they left the programme (i.e. those who progressed)

Check

The entry in column P should not be more than the difference between column I and column O.

H	I	J	K	L	M	N	O	P	Q
Start year of learning programme	Total number of starters			the programme within the end of the planned	key skills elements of the	beyond the end of the	successfully achieved all	Number currently still in learning	Number who entered a specified outcome on leaving the programme	Number who successfully achieved main NVQ

Q What do you mean by a specified outcome?

A **For Modern Apprenticeship and NVQ Training programmes:**

You should provide the best information you hold about job outcomes. For example, if all you hold is immediate destinations then use that information.

For E2E (and its predecessors)

You should include any learners who entered a mainstream learning programme or who went into employment

Q What about learners who were in a job whilst they were on the programme?

A What matters in column P is what happened to learners after they left the programme. Their status whilst on the programme is not relevant. Therefore, if a learner was in a job whilst on the programme and stayed in that job when they left then they would be counted. However, if they left the job when they left the programme then they would not be counted unless they went into another job.

3. Filling in the form
continued

Q **You do not need to complete this column for NVQ Training or E2E (or predecessor programmes).**
Remember that if you are copying and pasting from your own data you will need to include a blank column. (If you are copying and pasting data from licensed software, you may find that it includes data from NVQ Training in this column. Do not worry – you can leave it in if you like).

Q **Number who successfully achieved main NVQ:**

This information is only required for Modern Apprenticeship programmes. For those programmes, you should enter the number of learners who achieve the main NVQ as specified in their individual learning plan.

Check

The entry in column Q (where there is one) should not be less than the entry in column K

J	K	L	M	N	O	P	Q	R
Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	key skills elements of the	beyond the end of the	successfully achieved all	Number currently still in	specified outcome on	Number who successfully achieved main NVQ	Number who successfully achieved all technical certificates

R **You do not need to complete this column for NVQ Training or E2E (or predecessor programmes).**
Remember that if you are copying and pasting from your own data you will need to include a blank column.

R **Number who successfully achieved all technical certificates:**

This information is only required for Modern Apprenticeship programmes. For those programmes, you should enter the number of learners who achieve all technical certificates in their individual learning plan.

Check

The entry in column R (where there is one) should not be less than the entry in column K.

J	K	L	M	N	O	P	Q	R	S
Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	key skills elements of the	beyond the end of the	successfully achieved all	Number currently still in	specified outcome on	achieved main NVQ	Number who successfully achieved all technical certificates	% Retention rate

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Steps	What to do

3. Filling in the form
continued

Section 3: Indicators

All the columns in this section will automatically calculate percentage indicators when you enter data into section 2. The indicators will only appear for rows where all learners have either completed their planned duration or have left the programme.

Please note that the cells in Section 3 of the form sometimes say n/a even though you may have entered valid data. The indicators in Section 3 are only meaningful when a programme has been completed (that is when everyone has reached the end of the programme and/or left). Until that point you don't know whether people will be retained, achieve or go into employment. For this reason, the indicators will only show values for programmes that have been completed.

S   This column is not relevant for E2E (or predecessor) programmes.

S   **% Retention rate:**

The retention rate is the percentage of learners who reached the end of their planned time on the programme or completed their learning aim early.

Check
It is column J as a percentage of column I

H	I	J	K
Start year of learning programme	Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration

T   **% successful achievement of those who started:**

This column contains the success rate for the learning programme. It is the total number of learners who successfully completed their learning aim (whether this is within the planned duration or not) as a percentage of the number who started the programme.

Check
It is the sum of column K and column N as a percentage of column I.

H	I	J	K	L	M	N	O
Start year of learning programme	Total number of starters	end of the planned	Number who successfully completed all aspects of the programme within the planned duration	key skills elements of the	beyond the end of the	Number who subsequently successfully achieved all aspects of learning programme	Number currently still in learning

Steps	What to do

3. Filling in the form
continued

U This column is not relevant for E2E (or predecessor) programmes.

U **% successful achievement within planned duration of those who started:**

This column contains the timely success rate for the learning programme. It is the number of learners who successfully completed their learning aim within the planned duration as a percentage of the number who started the programme.

Check

It is column K as a percentage of column I.

H	I	J	K	L
Start year of learning programme	Total number of starters	end of the planned	Number who successfully completed all aspects of the programme within the planned duration	Number who acheived all key skills elements of the programme

V This column is not relevant for E2E (or predecessor) programmes.

V **% successful achievement within planned duration of those who finished:**

This column contains the pass rate for the learning programme. It is the number of learners who successfully completed their learning aim within the planned duration as a percentage of those who finished their time on the programme (or who completed early).

Check

It is column K as a percentage of column J.

I	J	K	L
Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	Number who acheived all key skills elements of the programme

Steps	What to do
3. Filling in the form continued	**W** **% starters going into specified outcome:** **For Modern Apprenticeship and NVQ Training programmes:** The employment rate is the number of learners who entered (or stayed in) employment when they left the programme as a percentage of the number who started the programme. **E2E (and predecessor) programmes:** The progression rate is the number of learners who either went into mainstream learning programmes or who entered employment when they left the programme as a percentage of the number who started the programme.
X This column is not relevant for E2E (or predecessor) programmes.	**X** **% NVQ achievement of those who started MA programmes:** This column contains the successful NVQ achievement rate for the learning programme. It is the total number of learners who successfully completed the main NVQ in their individual learning plan as a percentage of the number who started the programme.

> **Check**
>
> It is the number in column Q as a percentage of the number in column I.

H	I	J	K	L	M	N	O	P	Q	R
Start year of learning programme	Total number of starters	end of the planned	the programme within the	key skills elements of the	beyond the end of the	successfully achieved all	Number currently still in	specified outcome on	Number who successfully achieved main NVQ	Number who successfully achieved all technical certificates

Still having problems? - Additional support is available

➜ For further assistance please refer to the **Support** box on page 1 of this booklet.

How do I return the data?

➜ For further assistance please refer to the **How do I return the data?** box on page 3 of this booklet.

REMEMBER: The Learner Progression and Achievement form should be returned to the ALI at least six weeks before the start of your inspection.

Appendix

1.0 Learner Progression and Achievement Forms

1.1 Learner Progression and Achievement Form LPA (WBL-JCP)

Button A: For programmes which include Advanced or Foundation Modern Apprenticeships

1.2 Learner Progression and Achievement Form LPA (WBL-JCP)

Button B: For LSC-funded work-based learning programmes (other than E2E) but no Modern Apprenticeships

1.3 Learner Progression and Achievement Form LPA (WBL-JCP)

Button C: For E2E programmes but no other LSC-funded work-based learning

1.1 Learner Progression and Achievement Form LPA (WBL-JCP)

Button A: For programmes which include Advanced or Foundation Modern Apprenticeships

ANALYSIS OF LEARNER PROGRESSION AND ACHIEVEMENT

Name of learning provider:

Contact name:

Contact telephone No.:

Section 1: Information about each learning programme

	Column	Heading
A	Area of learning
B	Sub-area of learning
C	Type of learning programme
D	Name of Learning programme
E	Highest notional NVQ level of learning programme
F	
G	Planned duration of programme
H	Start year of learning programme
I	Total number of starters

Section 2: Learner numbers at different stages of their programme

Column	Heading
J	Number who reached the end of the planned learning programme
K	Number who successfully completed all aspects of the programme within the planned duration
L	Number who achieved all key skills elements of the programme
M	Number who continued beyond the end of the planned learning duration
N	Number who subsequently successfully achieved all aspects of learning programme
O	Number currently still in learning
P	Number who entered a specified outcome on leaving the programme
Q	Number who successfully achieved main NVQ
R	Number who successfully achieved all technical certificates

Section 3: Indicators

Column	Heading
S	% Retention rate
T	% successful achievement of those who started
U	% successful achievement within planned duration of those who started
V	% successful achievement within planned duration of those who finished
W	% of starters going into specified outcome
X	% NVQ achievement of those who started MA programmes

Data rows (columns J–R populated with 0):

J	K	L	M	N	O	P	Q	R
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0

1.2 Learner Progression and Achievement Form LPA (WBL-JCP)

Button B: For LSC-funded work-based learning programmes (other than E2E) but no Modern Apprenticeships

ANALYSIS OF LEARNER PROGRESSION AND ACHIEVEMENT

Name of learning provider:

Contact name:

Contact telephone No.:

	Section 1: Information about each learning programme	Section 2: Learner numbers at different stages of their programme	Section 3: Indicators

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X

Column headers:
- A: Area of learning
- B: Sub-area of learning
- C: Type of learning programme
- D: Name of Learning programme
- E: Highest notional NVQ level of learning programme
- G: Planned duration of programme
- H: Start year of learning programme
- I: Total number of starters
- J: Number who reached the end of the planned learning programme
- K: Number who successfully completed all aspects of the programme within the planned duration
- M: Number who continued beyond the end of the planned learning duration
- N: Number who subsequently successfully achieved all aspects of learning programme
- O: Number currently still in learning
- P: Number who entered a specified outcome on leaving the programme
- S: % Retention rate
- T: % successful achievement of those who started
- U: % successful achievement within planned duration of those who started
- V: % successful achievement within planned duration of those who finished
- W: % of starters going into specified outcome

Data rows (columns J, K, M, N, O, P contain "0"):

J	K	M	N	O	P
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

1.3 Learner Progression and Achievement Form LPA (WBL-JCP)

Button C: For E2E programmes but no other LSC-funded work-based learning

ANALYSIS OF LEARNER PROGRESSION AND ACHIEVEMENT

Name of learning provider:

Contact name:

Contact telephone No.:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
	Section 1: Information about each learning programme									Section 2: Learner numbers at different stages of their programme									Section 3: Indicators					
	Area of learning	Sub-area of learning	Type of learning programme	Name of Learning programme	Highest notional NVQ level of learning programme		Planned duration of programme	Start year of learning programme	Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration				Number currently still in learning	Number who entered a specified outcome on leaving the programme			% Retention rate	% successful achievement of those who started			% of starters going into specified outcome	
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								
										0	0				0	0								

Appendix

2.0 Example of a completed Learner Progression and Achievement Form LPA Example (WBL)

ANALYSIS OF LEARNER PROGRESSION AND ACHIEVEMENT

Name of Learning provider: Example Training

Contact name:

Contact telephone No.::

			Section 1: Information about each learning programme					Section 2: Learner numbers at different stages of their programme										Section 3: Indicators			
	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Type of learning programme	Name of Learning programme	Highest notional NVQ level of learning programme		Planned duration of programme	Start year of learning programme	Total number of starters	Number who reached the end of the planned learning programme	Number who successfully completed all aspects of the programme within the planned duration	Number who achieved all key skills elements of the programme	Number who continued beyond the end of the planned learning duration	Number who subsequently successfully achieved all aspects of learning	Number currently still in learning	Number who entered a specified outcome on leaving the programme	Number who successfully achieved main NVQ	Number who successfully achieved all technical certificates	% Retention rate	% successful achievement of those who started	% successful achievement within planned duration of those who started	% successful achievement within planned duration
AMA	AMA in Engineering	3		F	2002-0?	25	1	1	3	3	0	18	3	1	2	n/a	n/a	n/a	n/a
AMA	AMA in Engineering	3		F	2001-0?	30	0	0	6	6	0	19	7	5	0	n/a	n/a	n/a	n/a
AMA	AMA in Engineering	3		F	2000-0?	40	5	5	17	0	0	15	12	10	5	n/a	n/a	n/a	n/a
AMA	AMA in Engineering	3		F	1999-0?	35	16	10	12	5	1	3	21	16	11	46%	31%	29%	63%
AMA	AMA in Engineering	3		F	1998-9?	30	12	7	9	4	3	0	19	10	10	33%	33%	23%	58%
AMA	AMA in Engineering	3		F	1997-9?	12	4	2	2	1	1	0	8	6	3	33%	25%	17%	5
AMA	AMA in Engineering	3		G	2003-0?	5	0	0	0	0	0	5	0	0	0	n/a	n/a	n/a	n/a
AMA	AMA in Engineering	3		G	1998-9?	1	1	1	1	0	0	0	1	1	1	100%	100%	100%	100%
AMA	AMA in Marine Industry	3		F	2003-0?	2	0	0	0	0	0	2	0	0	0	n/a	n/a	n/a	n/a
AMA	AMA in Marine Industry	3		F	2002-0?	2	1	1	1	1	0	0	1	0	1	50%	50%	50%	100%
AMA	AMA in Marine Industry	3		F	2001-0?	1	1	0	1	1	1	0	1	1	1	100%	100%	0%	100%
FMA	FMA in Engineering	2		E	2002-0?	65	2	2	3	0	0	52	6	5	2	n/a	n/a	n/a	n/a
FMA	FMA in Engineering	2		E	2001-0?	45	2	2	5	0	0	30	7	2	4	n/a	n/a	n/a	n/a
FMA	FMA in Engineering	2		E	2000-0?	20	12	9	10	3	1	1	12	14	10	60%	50%	45%	75%
FMA	FMA in Engineering	2		E	1999-0?	5	3	2	4	1	1	0	3	3	2	60%	60%	40%	6
FMA	FMA in Marine Industry	2		D	2003-0?	6	0	0	0	0	0	4	2	0	1	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Production	2		D	2003-0?	4	0	0	0	0	0	3	1	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Production	2		D	2002-0?	12	4	3	0	1	0	7	4	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Production	2		D	2001-0?	25	12	10	0	1	1	0	11	0	0	48%	44%	40%	83%
NVQ	NVQ in Engineering Production	2		D	2000-0?	35	15	10	0	4	3	0	16	0	0	43%	37%	29%	67%
NVQ	NVQ in Engineering Production	2		D	1999-0?	30	10	10	0	0	0	0	11	0	0	33%	33%	33%	100%
NVQ	NVQ in Engineering Machining	1		C	2003-0?	20	0	0	0	0	0	12	4	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Machining	1		C	2002-0?	15	8	6	0	2	0	1	5	0	0	53%	40%	40%	7
NVQ	NVQ in Engineering Machining	1		C	2001-0?	10	4	4	0	0	0	0	3	0	0	40%	40%	40%	100%
NVQ	NVQ in Engineering Machining	1		C	2000-0?	10	6	3	0	2	1	0	4	0	0	60%	40%	30%	5
NVQ	NVQ in Engineering Machining	1		E	2002-0?	5	1	1	0	0	0	2	1	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Machining	1		E	2001-0?	10	1	1	0	0	0	4	0	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Engineering Machining	1		E	2000-0?	20	9	7	0	2	1	1	9	0	0	45%	40%	35%	7
NVQ	NVQ in Engineering Machining	1		E	1999-9?	15	8	7	0	1	1	0	10	0	0	53%	53%	47%	88%
NVQ	NVQ in Engineering Machining	1		E	1998-9?	20	12	5	0	5	1	0	7	0	0	60%	30%	25%	4
AMA	AMA in Business Administration	3		F	2003-0?	5	0	0	0	0	0	4	1	1	0	n/a	n/a	n/a	n/a
AMA	AMA in Business Administration	3		F	2002-0?	5	0	0	0	0	0	3	1	0	1	n/a	n/a	n/a	n/a
FMA	FMA in Business Administration	2		E	2003-0?	10	0	0	0	0	0	7	2	1	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Administration	2		E	2002-0?	5	1	1	1	0	0	3	3	0	0	n/a	n/a	n/a	n/a
NVQ	NVQ in Administration	2		E	2001-0?	5	3	3	3	0	0	0	3	0	0	60%	60%	60%	100%
E2E	Entry to Employment	1		Z	2003-0?	20	0	0	0	0	0	10	1	0	0	0%	45%	45%	n/a
LSK	Life Skills	1		B	2002-0?	20	0	0	0	0	0	0	5	0	0	n/a	n/a	n/a	n/a

LEARNING NETWORK

ADULT LEARNING
INSPECTORATE