

Identifying and Managing Underperformance

LSC Guidance on Identifying and
Managing Underperformance and
the Operation of Notices to
Improve Applying to the 2009/10
Academic Year – Technical Annexes

December 2008

Of interest to everyone involved in delivering
LSC-funded provision

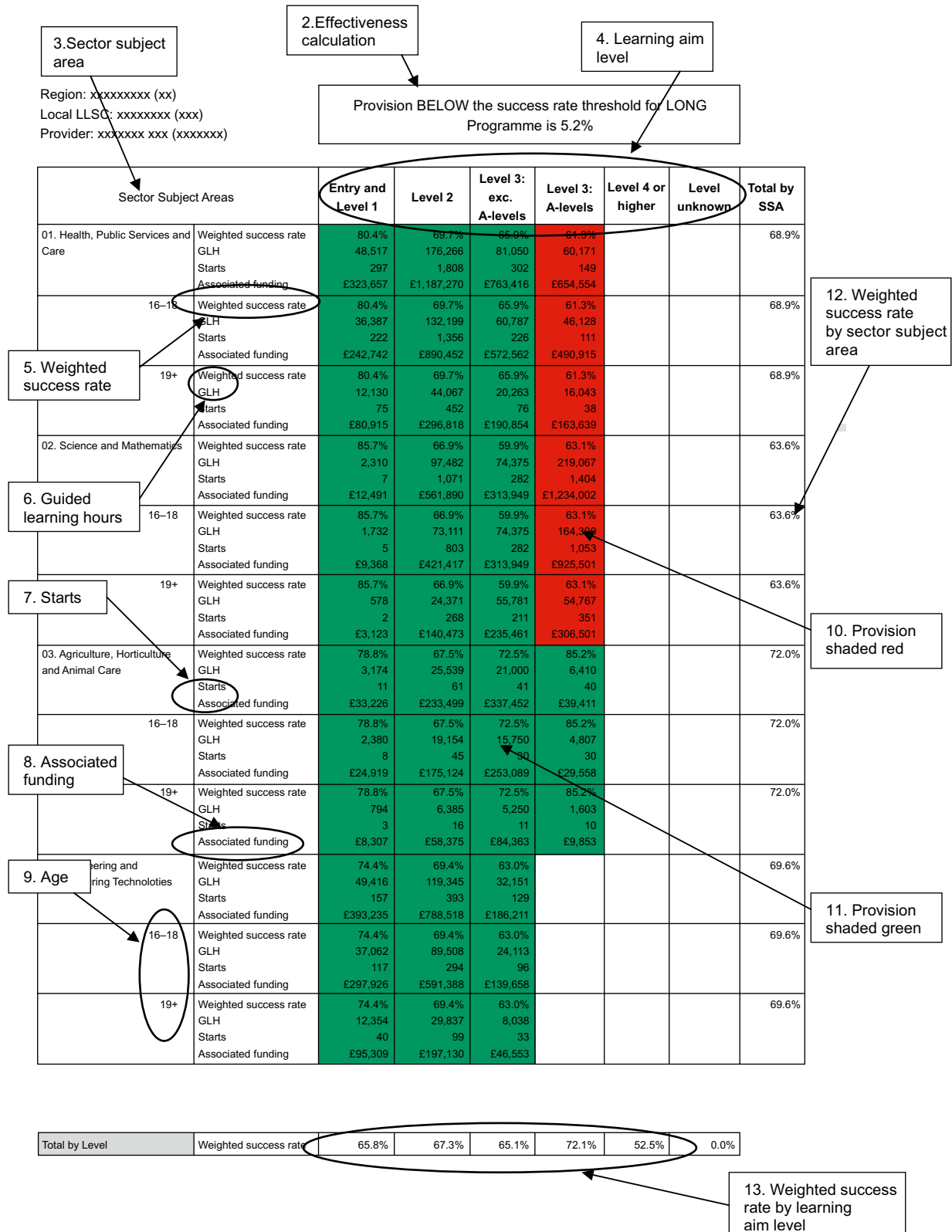
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The purpose of these three annexes is to provide additional support, clarity and context for the guidance.

A: Further Education Supplementary Technical Annex

Figure 1: Example FE minimum levels of performance report



Understanding the Provider Level Report

1. Long course and short course provision reports

Minimum levels of performance apply separately to FE short course provision and to FE long course provision; as such, there will be minimum levels of performance report generated for both types of course with a separate effectiveness calculation (see paragraph 2 below) for each. The technical guidance within this Annex can be applied to both reports.

2. Effectiveness calculation

• Why have we shown this?

This percentage indicates the proportion of provision that is below the threshold for minimum levels of performance. This figure is a key determinant of the action that the LSC will take to manage underperformance. Details of how the minimum levels will be applied are in the main body of this document.

• How is it derived/calculated?

Step 1

Identify all blocks of provision defined by sector subject area within learning aim that have a weighted success rate below the minimum levels of performance threshold. Section 5 on 'Weighted success rate' and section 10 on 'Blocks of provision shaded red' explain the methodology.

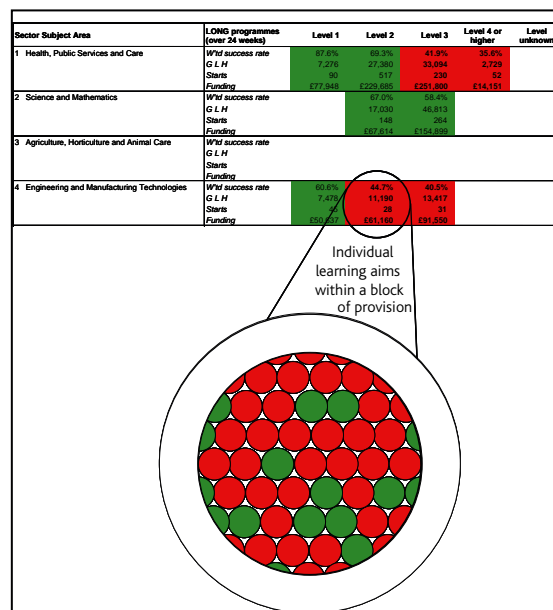
Step 2

Within each block of provision that is below the minimum levels of performance threshold, identify each learning aim that is itself below the minimum levels of performance threshold – in Figure 2, it is those learning aims shaded red in the magnified view.

Step 3

Sum the expected annual guided learning hours for each learning aim identified in Step 2 and express this total as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all blocks of provision on the report. See section 6 on 'Guided learning hours' for additional details on expected guided learning hours.

Figure 2: Provision below the minimum level of performance



Note

The total expected annual guided learning hours used in calculating the effectiveness percentage are shown as points 6 and 7 in the notes page of a provider's individual minimum levels of performance report.

• What inferences can be drawn from this information?

The higher the percentage the greater the proportion of a provider's provision that is delivered with success rates below the threshold for minimum levels of performance.

3. Sector subject area

• Why have we shown this?

Minimum levels of performance assess success rates within providers at a more detailed level than previously. Applying the minimum level of performance to blocks of provision defined by sector subject area, within learning aim level, provides a balance between excessive volumes of detail and pockets of underperformance that may be hidden within large blocks of provision that could have overall success rates above the minimum levels of performance.

• How is it derived/calculated?

The categorisation is sector subject area, Tier 1 as defined by the Qualifications and Curriculum Authority. A full listing of sector subject area, Tier 1 categories for each learning aim is published in the 'All annual values' table as part of the Learning Aim Database. See: <http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

4. Learning aim level

• Why have we shown this?

Minimum levels of performance identify providers' success rates at a more detailed level than previously. Applying the minimum level of performance to blocks of provision defined by sector subject area, within learning aim level, is seen as delivering the right balance between excessive volumes of detail and large blocks of provision that could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

In 2008/09, as in 2007/08, there is an additional column in the long course provision report for Level 3 A-levels. The categorisation of A-level qualifications is consistent with that used in the FE Qualification Success Rate methodology. See:

www.lsc.gov.uk/providers/Data/statistics/success/FE+benchmarking+data.html

• How is it derived/calculated?

The categorisation is Notional NVQ Level as defined by the Qualifications and Curriculum Authority. A full listing of Notional NVQ Level categories for each learning aim is published in the 'Learning aim' table as part of the Learning Aim Database. See:

<http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

5. Weighted success rate

• Why have we shown this?

The weighted success rate determines whether the block of provision exceeds or falls below the minimum levels of performance threshold.

• How is it derived/calculated?

The published success rate methodology counts the number of learning aim achievements and expresses this total as a proportion of starts. In the context of minimum levels of performance, a fairer measure is obtained by weighting the success rate calculation by expected annual guided learning hours for each learning aim. The resulting weighted success rate is most heavily influenced by those programmes requiring the greatest level of teaching resource.

For each block of provision, the expected annual guided learning hours for each learning aim that has been achieved are summed. The sum of 'achieved' guided learning hours is expressed as a percentage of the total

expected annual guided learning hours for all learning aims (less any guided learning hours in learning aims where the learner transferred out to another course) within that block of provision.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}} \times 100$$

• What inferences can be drawn from this information?

Blocks of provision where the weighted success rate is below the minimum levels of performance threshold will require actions to address the underperformance. This is dealt with in more detail in the main body of this document.

6. Guided learning hours

• Why have we shown this?

The total expected annual guided learning hours for each block of provision, defined by sector subject area within learning aim level, provides an indication of the volume of provision delivered in each block.

• How is it derived/calculated?

The figure shown is the sum of the expected annual guided learning hours for each learning aim within the block of provision. Expected annual guided learning hours is a standard derived variable used by the LSC. Its database field name is *a_exp_a*, and a full definition and description can be found at:

www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/GLH.htm

• What inferences can be drawn from this information?

It is possible to identify those blocks of provision that are major contributors to the provider's total offering of programmes.

7. Starts

• Why have we shown this?

Starts indicates the total number of learning aim enrolments in each block of provision, and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

Starts is the total number of learning aim enrolments which were planned to be completed during the academic year being reported on – in this case 2007/08. A full definition and description can be found in the guidance at:

www.lsc.gov.uk/providers/Data/statistics/success/FEqualificationlevel.htm

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to the provider's total offering of programmes.

8. Associated funding

- **Why have we shown this?**

Associated funding indicates the total funding generated by the learning aims represented in each block of provision, and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

The associated funding figure sums just those elements of the funding process that are directly attributable to a specific learner pursuing a specific learning aim. This means that funding based on the characteristics of the learner (for example, entitlement) and funding based on the characteristics of the provider (for example, area cost factor) are excluded as they cannot be attributed to a specific learning aim. The calculation also sums funding across teaching years where the learning aim starts in one year and is expected to be completed in a different year.

Because the calculation is based only on those funding elements that can be directly linked to a specific learning aim, the associated funding figure will not agree with other funding data available from the LSC, nor will it agree with outputs from the Learner Information Suite.

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision that are major contributors to the provider's total offering of programmes.

9. Age

- **Why have we shown this?**

Age shows whether the learning aim was undertaken by a 16–18-year-old learner or a learner aged 19 or over.

- **How is it derived/calculated?**

A learner's age group is calculated from their age as at 31 August in the year they started their qualification. Learners of unknown age are included in the age group 19 and over. Learners under 16 years are included in the 16–18 age group.

- **What inferences can be drawn from this information?**

It is possible to identify those blocks of provision where there is a difference in success rates based on the age of the learner.

10. Provision shaded red

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the weighted success rate is below the minimum levels of performance threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the following minimum levels of performance thresholds:

- Long programmes (over 24 weeks)
 - Level 1: 60%
 - Level 2: 60%
 - Level 3 (excluding A-levels): 60%
 - Level 3 A-levels: 75%
 - Level 4+: 58%
 - Level unknown: 60%
- Short programmes (5 to 24 weeks): 62%

- **What inferences can be drawn from this information?**

Provision contained within red-shaded cells will be the subject of actions to address underperformance that are dealt with in the main body of this document.

11. Provision shaded green

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the weighted success rate is at or exceeds the minimum levels of performance threshold.

- **How is it derived/calculated?**

It compares the weighted success rate with the following minimum levels of performance thresholds:

- Long programmes (over 24 weeks)
 - Level 1: 60%
 - Level 2: 60%
 - Level 3 (excluding A-levels): 60%
 - Level 3 A-levels: 75%
 - Level 4+: 58%
 - Level unknown: 60%
- Short programmes (5 to 24 weeks): 62%

• What inferences can be drawn for this information?

Provision contained within green-shaded cells will not, necessarily, require action to be taken. However, this does not mean that provision in green-shaded cells can be viewed as satisfactory or good. The only safe inference that can be drawn is that the provision is above the minimum level of performance.

12. Weighted success rate by sector subject area

• Why have we shown this?

There will be providers whose overall amount of provision below the minimum levels of performance threshold is sufficiently low not to require significant action, but who nevertheless will have one or more whole sector subject area(s) below the minimum levels of performance threshold. Where this occurs, the weighted success rate by sector subject area, Tier 1 is coloured red.

• How is it derived/calculated?

For each sector subject area, the expected annual guided learning hours for each learning aim that has been achieved are summed. The sum of 'achieved' annual guided learning hours is expressed as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all learning aims within that sector subject area.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}}$$

• What inferences can be drawn for this information?

Provision where the weighted success rate is below the minimum levels of performance threshold and shown in red will be the subject of actions to address the underperformance. These are explained in greater detail in the main body of this document.

13. Weighted success rate by learning aim level

• Why have we shown this?

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant actions to address underperformance, but who nevertheless will have one or more whole learning aim level(s) below the minimum levels of performance threshold. Where this occurs, the weighted success rate by learning aim level is coloured red.

• How is it derived/calculated?

For each learning aim level, the expected annual guided learning hours for each learning aim that has been achieved are summed. The sum of 'achieved' annual guided learning hours is expressed as a percentage of the total expected annual guided learning hours (less any guided learning hours in learning aims where the learner transferred out to another course) for all learning aims within that learning aim level.

Algebraically, the calculation can be expressed as:

$$\text{Weighted success rate} = \frac{(\text{sum of expected glh where learning aim was achieved})}{\{(\text{sum of expected glh for all learning aims}) - (\text{sum of expected glh for learning aims transferred out})\}}$$

• What inferences can be drawn for this information?

Provision where the weighted success rate is below the minimum levels of performance threshold and shown in red will be the subject of actions to address the underperformance. These are explained in greater detail in the main body of this document.

The following sections provide more detailed views of Figure 1.

2. Effectiveness calculation

Provision BELOW the success rate threshold for LONG Programme is 5.2%

| Entry and Level 1 | Level 2 | Level 3: exc. A-levels | Level 3: A-levels | Level 4 or higher | Level unknown |
|-------------------|------------|------------------------|-------------------|-------------------|---------------|
| 80.4% | 69.7% | 65.9% | 61.3% | | |
| 48,517 | 176,266 | 81,050 | 60,171 | | |
| 297 | 1,808 | 302 | 149 | | |
| £323,657 | £1,187,270 | £763,416 | £654,554 | | |

Guided learning hours – totals

Aggregate guided learning hours of learning aims with a weighted success rate below the 60 per cent threshold, except Level 3 A-level where the threshold is 75 per cent and level 4+ where it is 58 per cent, and which are located within cells of provision below the success rate threshold (shown in red) = 42,930.

The total number of guided learning hours in long programmes = 1,799,078.

3. Sector subject area

| Sector Subject Areas | | Entry and Level 1 | Level 2 |
|--------------------------------------|-----------------------|-------------------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16–18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |
| 02. Science and Mathematics | Weighted success rate | 85.7% | 66.9% |
| | GLH | 2,310 | 97,482 |
| | Starts | 7 | 1,071 |
| | Associated funding | £12,491 | £561,890 |
| 16–18 | Weighted success rate | 85.7% | 66.9% |
| | GLH | 1,732 | 73,111 |
| | Starts | 5 | 803 |
| | Associated funding | £9,368 | £421,417 |
| 19+ | Weighted success rate | 85.7% | 66.9% |
| | GLH | 578 | 24,371 |
| | Starts | 2 | 268 |
| | Associated funding | £3,123 | £140,473 |

4. Learning aim level

| Entry and Level 1 | Level 2 | Level 3: exc. A-levels | Level 3: A-levels | Level 4 or higher | Level unknown |
|-------------------|------------|------------------------|-------------------|-------------------|---------------|
| 80.4% | 69.7% | 65.9% | 61.3% | | |
| 48,517 | 176,266 | 81,050 | 60,171 | | |
| 297 | 1,808 | 302 | 149 | | |
| £323,657 | £1,187,270 | £763,416 | £654,554 | | |

5. Weighted success rate

| | | | |
|--------------------------------------|-----------------------|----------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16-18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |

6. Guided learning hours

| | | | |
|--------------------------------------|-----------------------|----------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16-18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |

7. Starts

| | | | |
|--------------------------------------|-----------------------|----------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16–18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |

8. Associated funding

| | | | |
|--------------------------------------|-----------------------|----------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16–18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |

9. Age

| | | | |
|--------------------------------------|-----------------------|----------|------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% |
| | GLH | 48,517 | 176,266 |
| | Starts | 297 | 1,808 |
| | Associated funding | £323,657 | £1,187,270 |
| 16–18 | Weighted success rate | 80.4% | 69.7% |
| | GLH | 36,387 | 132,199 |
| | Starts | 222 | 1,356 |
| | Associated funding | £242,742 | £890,452 |
| 19+ | Weighted success rate | 80.4% | 69.7% |
| | GLH | 12,130 | 44,067 |
| | Starts | 75 | 452 |
| | Associated funding | £80,915 | £296,818 |

10. Provision shaded red

| Sector Subject Areas | | Entry and Level 1 | Level 2 | Level 3: exc. A-levels | Level 3: A-levels | Level 4 or higher |
|--------------------------------------|-----------------------|-------------------|------------|------------------------|-------------------|-------------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 48,517 | 176,266 | 81,050 | 60,171 | |
| | Starts | 297 | 1,808 | 302 | 149 | |
| | Associated funding | £323,657 | £1,187,270 | £763,416 | £654,554 | |
| 16-18 | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 36,387 | 132,199 | 60,787 | 45,128 | |
| | Starts | 222 | 1,356 | 226 | 111 | |
| | Associated funding | £242,742 | £890,452 | £572,562 | £490,915 | |
| 19+ | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 12,130 | 44,067 | 20,263 | 15,043 | |
| | Starts | 75 | 452 | 76 | 36 | |
| | Associated funding | £80,915 | £296,818 | £190,854 | £163,639 | |

11. Provision shaded green

| Sector Subject Areas | | Entry and Level 1 | Level 2 | Level 3: exc. A-levels | Level 3: A-levels | Level 4 or higher |
|--------------------------------------|-----------------------|-------------------|------------|------------------------|-------------------|-------------------|
| 01. Health, Public Services and Care | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 48,517 | 176,266 | 81,050 | 60,171 | |
| | Starts | 297 | 1,808 | 302 | 149 | |
| | Associated funding | £323,657 | £1,187,270 | £763,416 | £654,554 | |
| 16-18 | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 36,387 | 132,199 | 60,787 | 45,128 | |
| | Starts | 222 | 1,356 | 226 | 111 | |
| | Associated funding | £242,742 | £890,452 | £572,562 | £490,915 | |
| 19+ | Weighted success rate | 80.4% | 69.7% | 65.9% | 61.3% | |
| | GLH | 12,130 | 44,067 | 20,263 | 15,043 | |
| | Starts | 75 | 452 | 76 | 36 | |
| | Associated funding | £80,915 | £296,818 | £190,854 | £163,639 | |

12. Weighted success rate by sector subject area

| Level 3: exc. A-levels | Level 3: A-levels | Level 4 or higher | Level unknown | Total by SSA |
|------------------------------|----------------------|----------------------|------------------|-----------------|
| 65.9% | 61.3% | | | 68.9% |
| 81,050 | 60,171 | | | |
| 302 | 149 | | | |
| £763,416 | £654,554 | | | |
| 72.5% | 63.1% | | | 63.6% |
| 60,787 | 45,128 | | | |
| 226 | 111 | | | |
| £572,562 | £490,915 | | | |
| 65.9% | 52.6% | | | 72.0% |
| 20,263 | 15,043 | | | |
| 76 | 36 | | | |
| £190,854 | £163,639 | | | |

13. Weighted success rate by learning aim level

| | | | | | | | |
|----------------|-----------------------|-------|-------|-------|-------|-------|------|
| Total by Level | Weighted success rate | 65.8% | 67.3% | 65.1% | 72.1% | 52.5% | 0.0% |
|----------------|-----------------------|-------|-------|-------|-------|-------|------|

B: Apprenticeships Supplementary Technical Annex

Figure 3: Example Apprenticeship provision minimum levels of performance report

| 15. Sector subject area | | 17. Apprenticeship level | | | |
|---|------------------------|--------------------------|-------------------------|-----------------------|-------|
| SSA 01: Health, Public Services and Care | | Apprenticeship | Advanced Apprenticeship | Combined success rate | |
| SFC 104 Children's Care, Learning and Development | Success rate | 40.6% | 87.5% | 45.1% | |
| | Leavers | 74 | 8 | 82 | |
| | 16-18 Success rate | 93.3% | 66.7% | 88.9% | |
| | Leavers | 15 | 3 | 18 | |
| 16-18 | 19+ Success rate | 27.4% | 100.0% | 32.8% | |
| | Leavers | 59 | 5 | 64 | |
| | SFC 315 Dental Nursing | Success rate | 55.4% | 24.0% | 49.6% |
| | Leavers | 112 | 25 | 137 | |
| 16-18 | Success rate | 55.6% | 80.0% | 58.5% | |
| | Leavers | 36 | 5 | 41 | |
| | 19+ Success rate | 56.8% | 10.0% | 45.8% | |
| | Leavers | 76 | 20 | 96 | |
| SSA 01: Health, Public Services and Care Summary | | Success rate | 49.5% | 39.4% | 47.9% |
| | | Leavers | 186 | 33 | 219 |
| 16-18 | Success rate | 66.7% | 75.0% | 67.8% | |
| | Leavers | 51 | 8 | 59 | |
| 19+ | Success rate | 43.6% | 25.9% | 40.6% | |
| | Leavers | 133 | 27 | 160 | |

21. Success rate by Apprenticeship framework

23. Provision shaded red

24. Provision shaded green

20. Success rate by sector subject area

25. Provision shaded yellow

Understanding the Provider Level Report

14. Policy application

This document sets out the methodologies for the calculation of success rates to which minimum levels of performance are applied. The policy of how minimum levels are applied is set out in the main body of this document.

15. Sector subject area

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than in the past. Applying the minimum level of performance threshold to blocks of provision defined by sector subject area within Apprenticeship level is seen as delivering the right balance between excessive volumes of detail and large blocks of provision which could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

- **How is it derived/calculated?**

The categorisation is sector subject area, Tier 1 as defined by the Qualifications and Curriculum Authority. A full listing of sector subject area, Tier 1 categories for each learning aim is published in the 'All annual values' table as part of the Learning Aims Database – see:

<http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

16. Apprenticeship framework/sector framework code

- **Why have we shown this?**

While performance at sector subject area level will be used to inform LSC actions, the application of minimum levels of performance will also occur at framework level. As such, there is a need to retain and include this information. Further information can be found in the main document, from paragraphs 100 to 107.

- **How is it derived/calculated?**

The categorisation is by individual Apprenticeship framework. A full listing of each framework is published on the Apprenticeships website: www.apprenticeships.org.uk

17. Apprenticeship level

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than in the past. Applying the minimum level of performance success rate threshold to blocks of provision defined by sector framework within Apprenticeship level is seen as delivering the right balance between excessive volumes of detail and large blocks of provision which could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

18. Success rate

- **Why have we shown this?**

The success rate determines whether the block of provision exceeds or falls below the minimum levels of performance threshold.

- **How is it derived/calculated?**

Known as the 'overall success rate', this methodology counts the number of learners who were expected to end their Apprenticeships this year, excluding continuers, plus all those who actually completed this year but were expected to complete earlier.

Algebraically, the calculation can be expressed as:

$$\text{Overall success rate (\%)} = \frac{(\text{Sum of apprenticeship frameworks achieved})}{(\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed but were expected to complete earlier})} \times 100$$

- **What inferences can be drawn from this information?**

Blocks of provision where the success rate is below the minimum levels of performance threshold will be the subject of interventions, which are explained in greater detail in the main body of this document.

19. Leavers

- **Why have we shown this?**

Leavers indicates the total number of learning aim enrolments in each block of provision.

- **How is it derived/calculated?**

Leavers is the total number of learners who were expected to end their apprenticeships this year, excluding continuers, plus all those who actually

completed this year but were expected to complete earlier. For an explanation of the 'overall' success rate methodology, see:

<http://readingroom.lsc.gov.uk/lsc/National/nat-wblsuccessratesmethodology200708-report-31Jan2008.doc>

• What inferences can be drawn from this information?

It identifies those blocks of provision that are major contributors to the provider's total offering of programmes.

20. Success rate by sector subject area

• Why have we shown this?

Access to the success rates for the sector subject area will assist in deciding appropriate courses of action.

• How is it derived/calculated?

For each sector framework, the number of Advanced Apprenticeship framework achievements in the year is added to the number of achievements in Apprenticeship (level 2). This total is expressed as a percentage of the total number of Advanced Apprenticeship and Apprenticeship (level 2) leavers for the year. The success rate for the sector subject area is an aggregation of the success rates for these individual frameworks, using the same success rate methodology.

21. Success rate by Apprenticeship framework

• Why have we shown this?

Access to the success rates for the whole sector framework will assist in deciding appropriate courses of action.

• How is it derived/calculated?

For each sector framework, the number of Advanced Apprenticeship framework achievements in the year is added to the number of achievements in Apprenticeship (level 2). This total is expressed as a percentage of the total number of Advanced Apprenticeship and Apprenticeship (level 2) leavers for the year.

Algebraically, the calculation can be expressed as:

$$\text{Overall success rate (\%)} = \frac{\{(\text{Sum of Advanced Apprenticeships frameworks achieved}) + (\text{Sum of Apprenticeships at level 2 frameworks achieved})\}}{(\text{Sum of learners who were expected to achieve, excluding continuers} + \text{sum of those who completed but were expected to complete earlier}) \text{ for both types of Apprenticeship}} \times 100$$

• What inferences can be drawn from this information?

Provision where the success rate is below the minimum levels of performance threshold and shown in red will be the subject of interventions, which are explained in greater detail in the main body of this document.

22. Age

• Why have we shown this?

Age shows whether the learning aim was undertaken by a 16–18-year-old learner or a learner aged 19 or over.

• How is it derived/calculated?

A learner's age group is calculated from their age as at 31 August in the year they started their qualification. Learners of unknown age are included in the age group 19 and over. Learners under 16 years are included in the 16–18 age group.

• What inferences can be drawn from this information?

It is possible to identify those blocks of provision where there is a difference in success rates based on the age of participants.

23. Provision shaded red

• Why have we shown this?

To identify, clearly and easily, those blocks of provision where the success rate falls well below the minimum levels of performance threshold.

• How is it derived/calculated?

The minimum levels of performance threshold for Apprenticeships and Advanced Apprenticeships is 50 per cent. An area of provision is shaded red if its associated success rate is five percentage points or more below the 50 per cent threshold.

• What inferences can be drawn from this information?

Provision contained within red-shaded cells will be the subject of interventions, which are explained in greater detail in the main body of this document.

24. Provision shaded green

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate exceeds the minimum levels of performance threshold.

- **How is it derived/calculated?**

An area of provision is shaded green if its associated success rate matches or exceeds the minimum levels of performance threshold of 50 per cent.

- **What inferences can be drawn from this information?**

Provision contained within green-shaded cells will not be the subject of interventions. However, this does not necessarily mean that provision in green-shaded cells can be viewed as satisfactory or good. The only safe inference which can be drawn is that this provision is above the minimum acceptable level of performance.

25. Provision shaded yellow

- **Why have we shown this?**

To identify, clearly and easily, those blocks of provision where the success rate at sector subject area level is slightly below the minimum levels of performance threshold.

- **How is it derived/calculated?**

An area of provision will be shaded yellow if its associated success rate is between 45 per cent and 49.9 per cent.

- **What inferences can be drawn from this information?**

Provision contained within the yellow-shaded cell will be the subject of interventions which are explained in greater detail in the main body of this document.

The following sections provide more detailed views of Figure 3.

15 and 16. Sector subject area and Apprenticeship framework/sector framework code

| SSA 01: Health, Public Services and Care | | Apprenticeship | Advanced Apprenticeship | Combined success rate |
|---|--------------|----------------|-------------------------|-----------------------|
| SFC 104 Children's Care, Learning and Development | Success rate | 40.5% | 87.5% | 45.1% |
| | Leavers | 74 | 8 | 82 |
| 16-18 | Success rate | 93.3% | 66.7% | 88.9% |
| | Leavers | 15 | 3 | 18 |
| 19+ | Success rate | 27.1% | 100.0% | 32.8% |
| | Leavers | 59 | 5 | 64 |

17. Apprenticeship level

| Apprenticeship | Advanced Apprenticeship |
|----------------|-------------------------|
| 40.5% | 87.5% |
| 74 | 8 |
| 93.3% | 66.7% |
| 15 | 3 |
| 27.1% | 100.0% |
| 59 | 5 |

18. Success rate

| | | | | |
|--|--------------|-------|-------|-------|
| SFC 315 Dental Nursing | Success rate | 55.4% | 24.0% | 49.6% |
| | Leavers | 112 | 25 | 137 |
| 16-18 | Success rate | 55.6% | 80.0% | 58.5% |
| | Leavers | 36 | 5 | 41 |
| 19+ | Success rate | 56.8% | 10.0% | 45.8% |
| | Leavers | 76 | 20 | 96 |
| SSA 01: Health, Public Services and Care Summary | Success rate | 49.5% | 39.4% | 47.9% |
| | Leavers | 186 | 33 | 219 |

19. Leavers

| | | | | |
|--|--------------|-------|-------|-------|
| SFC 315 Dental Nursing | Success rate | 55.4% | 24.0% | 49.6% |
| | Leavers | 112 | 25 | 137 |
| 16-18 | Success rate | 55.6% | 80.0% | 58.5% |
| | Leavers | 36 | 5 | 41 |
| 19+ | Success rate | 56.8% | 10.0% | 45.8% |
| | Leavers | 76 | 20 | 96 |
| SSA 01: Health, Public Services and Care Summary | Success rate | 49.5% | 39.4% | 47.9% |
| | Leavers | 186 | 33 | 219 |

20. Success rate by sector subject area

| | | | | |
|---|--------------|-------|-------|-------|
| SSA 01: Health, Public Services and Care Summary | Success rate | 49.5% | 39.4% | 47.9% |
| | Leavers | 186 | 33 | 219 |
| 16–18 | Success rate | 66.7% | 75.0% | 67.8% |
| | Leavers | 51 | 8 | 59 |
| 19+ | Success rate | 43.6% | 25.9% | 40.6% |
| | Leavers | 133 | 27 | 160 |

21. Success rate by Apprenticeship framework

| | | | | |
|---|--------------|-------|--------|-------|
| SFC 104 Children's Care, Learning and Development | Success rate | 40.5% | 87.5% | 45.1% |
| | Leavers | 74 | 8 | 82 |
| 16–18 | Success rate | 93.3% | 66.7% | 88.9% |
| | Leavers | 15 | 3 | 18 |
| 19+ | Success rate | 27.1% | 100.0% | 32.8% |
| | Leavers | 59 | 5 | 64 |

23. Provision shaded red

| SSA 01: Health, Public Services and Care | | Apprenticeship | Advanced Apprenticeship | Combined success rate |
|---|--------------|-----------------------|--------------------------------|------------------------------|
| SFC 104 Children's Care, Learning and Development | Success rate | 40.5% | 87.5% | 45.1% |
| | Leavers | 74 | 8 | 82 |
| 16–18 | Success rate | 93.3% | 66.7% | 88.9% |
| | Leavers | 15 | 3 | 18 |
| 19+ | Success rate | 27.1% | 100.0% | 32.8% |
| | Leavers | 59 | 5 | 64 |

24. Provision shaded green

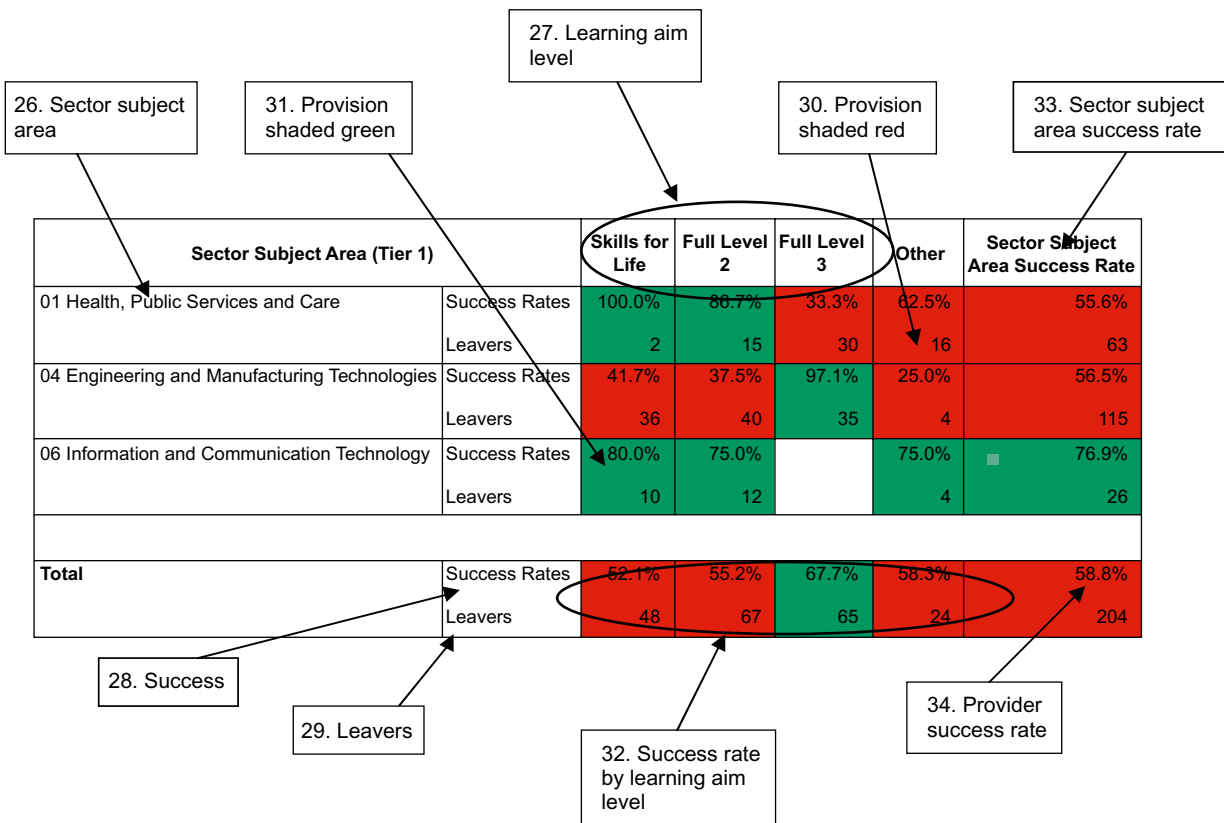
| SSA 01: Health, Public Services and Care | | Apprenticeship | Advanced Apprenticeship | Combined success rate |
|---|--------------|-----------------------|--------------------------------|------------------------------|
| SFC 104 Children's Care, Learning and Development | Success rate | 40.5% | 87.5% | 45.1% |
| | Leavers | 74 | 8 | 82 |
| 16–18 | Success rate | 93.3% | 66.7% | 88.9% |
| | Leavers | 15 | 3 | 18 |
| 19+ | Success rate | 27.1% | 100.0% | 32.8% |
| | Leavers | 59 | 5 | 64 |

25. Provision shaded yellow

| | | | | |
|---|--------------|-------|-------|-------|
| SSA 01: Health, Public Services and Care Summary | Success rate | 49.5% | 39.4% | 47.9% |
| | Leavers | 186 | 33 | 219 |
| 16–18 | Success rate | 66.7% | 75.0% | 67.8% |
| | Leavers | 51 | 8 | 59 |
| 19+ | Success rate | 43.6% | 25.9% | 40.6% |
| | Leavers | 133 | 27 | 160 |

C: Train to Gain Supplementary Technical Annex

Figure 4: Example Train to Gain minimum levels of performance report



Understanding the Provider Level Report

26. Sector subject area

- **Why have we shown this?**

Minimum levels of performance assess success rates within providers at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area, within learning aim level, provides a balance between excessive volumes of detail and pockets of underperformance that may be hidden within large blocks of provision that could have success rates above the minimum levels of performance.

- **How is it derived/calculated?**

The categorisation is sector subject area, Tier 1, as defined by the Qualifications and Curriculum Authority. A full listing of sector subject area, Tier 1 categories for each learning aim is published in the 'All annual values' table as part of the Learning Aim Database. See: <http://providers.lsc.gov.uk/LAD/downloads/LADdownload.asp>

27. Learning aim level

- **Why have we shown this?**

Minimum levels of performance identify providers' success rates at a more detailed level than previously. Applying the minimum levels of performance to blocks of provision defined by sector subject area within learning aim level is seen as delivering the right balance between excessive volumes of detail and large blocks of provision that could have success rates above the minimum levels of performance threshold and yet contain areas of underperformance that would not be addressed.

28. Success rates

- **Why have we shown this?**

The success rate determines whether the block of provision exceeds or falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

This methodology counts the number of actual achievements in the year, from those learners who were expected to achieve in the year, and expresses this total as a percentage of all enrolments expected to achieve in

the year, excluding transfers within a provider or due to LSC intervention.

Algebraically, the calculation can be expressed as:

$$\text{Success rate (\%)} = \frac{\text{(Sum of actual achievements of those expected to achieve)}}{\text{(Sum of learners who were expected to achieve)}} \times 100$$

29. Leavers

- **Why have we shown this?**

'Leavers' indicates the total number of learning aims in each block of provision and provides an indication of the volume of provision delivered in each block.

- **How is it derived/calculated?**

'Leavers' is the total number of enrolments that were planned to be completed during the academic year being reported on – in this case 2007/08.

- **What inferences can be drawn from this information?**

It identifies those blocks of provision that are major contributors to the provider's total offering of programmes.

30. Provision shaded red

- **Why have we shown this?**

To identify clearly and easily those blocks of provision where the success rate falls below the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the success rate with the transitional minimum levels of performance success rate threshold of 65 per cent.

- **What inferences can be drawn from this information?**

Provision contained within red-shaded cells would normally be the subject of interventions. Train to Gain minimum levels of performance for 2007/08 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of this document.

31. Provision shaded green

- **Why have we shown this?**

To identify clearly and easily those blocks of provision where the success rate exceeds the minimum levels of performance success rate threshold.

- **How is it derived/calculated?**

It compares the success rate with the transitional minimum levels of performance success rate threshold of 65 per cent.

- **What inferences can be drawn from this information?**

Provision contained within green-shaded cells will not be the subject of interventions. However, this does not necessarily mean that provision in green-shaded cells can be viewed as satisfactory or good. The only safe inference that can be drawn is that provision in green-shaded cells is above the minimum acceptable level of performance.

32. Success rate by learning aim level

- **Why have we shown this?**

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant action to address underperformance, but who nevertheless will have one or more whole learning aim level below the minimum levels of performance threshold. Where this occurs, the success rate by learning aim level is shaded red.

- **How is it derived/calculated?**

The methodology counts the number of achievements in the year, from those learners who were expected to achieve in the year, and expresses this total as a percentage of all enrolments expected to achieve (at that level) in the year.

Algebraically, the calculation can be expressed as:

$$\text{Success rate (\%)} = \frac{\text{(Sum of actual achievements of those expected to achieve)}}{\text{(Sum of learners who were expected to achieve)}} \times 100$$

- **What inferences can be drawn from this information?**

Provision where the success rate is below the minimum levels of performance threshold and shown in red-shaded cells will be the subject of further discussion. Train to Gain minimum levels of performance for 2007/08 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of this document.

33. Sector subject area success rate

- **Why have we shown this?**

There will be providers whose overall level of provision below the minimum levels of performance threshold is sufficiently low not to require significant action to address underperformance, but who nevertheless will have one or more sector subject areas below the minimum levels of performance threshold. Where this occurs, the success rate by learning aim level is shaded red.

- **How is it derived/calculated?**

The methodology counts the number of achievements in the year and expresses this total as a percentage of enrolments expected to be achieved (at that level) for the year. Algebraically, the calculation can be expressed as:

$$\text{Success rate (\%)} = \frac{\text{(Sum of actual achievements of those expected to achieve)}}{\text{(Sum of learners who were expected to achieve)}} \times 100$$

- **What inferences can be drawn from this information?**

Provision where the success rate is below the minimum levels of performance threshold and shown in red-shaded cells will be the subject of further discussion. Train to Gain minimum levels of performance for 2009/10 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of this document.

34. Provider success rate

- **Why have we shown this?**

This sets out the provider's global Train to Gain success rate for the year 2007/08.

- **How is it derived/calculated?**

The methodology counts the number of achievements in the year and expresses this total as a percentage of enrolments expected to be achieved (at that level) for the year. Algebraically, the calculation can be expressed as:

$$\text{Success rate (\%)} = \frac{\text{(Sum of actual achievements of those expected to achieve)}}{\text{(Sum of learners who were expected to achieve)}} \times 100$$

- **What inferences can be drawn from this information?**

Where a provider's total global Train to Gain success rate for the year 2007/08 is below the minimum level it will be shaded red and will be the subject of further discussion. Train to Gain minimum levels of performance for 2009/10 is transitional and the intervention does not have to apply in this year. This is explained in greater detail in the main body of this document.

26. Sector subject area

| Sector Subject Area (Tier 1) | |
|---|--------------------------|
| 01 Health, Public Services and Care | Success Rates Leavers |
| 04 Engineering and Manufacturing Technologies | Success Rates Leavers |
| 06 Information and Communication Technology | Success Rates Leavers |

27. Learning aim level

| Skills for Life | Full Level 2 | Full Level 3 | Other |
|-----------------|--------------|--------------|-------|
| 100.0% | 86.7% | 33.3% | 62.5% |
| 2 | 15 | 30 | 16 |
| 41.7% | 37.5% | 97.1% | 25.0% |
| 36 | 40 | 35 | 4 |
| 80.0% | 75.0% | | 75.0% |
| 10 | 12 | | 4 |

28. Success rates

| Sector Subject Area (Tier 1) | | Skills for Life |
|---|---------------|-----------------|
| 01 Health, Public Services and Care | Success Rates | 100.0% |
| | Leavers | 2 |
| 04 Engineering and Manufacturing Technologies | Success Rates | 41.7% |
| | Leavers | 36 |
| 06 Information and Communication Technology | Success Rates | 80.0% |
| | Leavers | 10 |

29. Leavers

| Sector Subject Area (Tier 1) | | Skills for Life |
|---|---------------|-----------------|
| 01 Health, Public Services and Care | Success Rates | 100.0% |
| | Leavers | 2 |
| 04 Engineering and Manufacturing Technologies | Success Rates | 41.7% |
| | Leavers | 36 |
| 06 Information and Communication Technology | Success Rates | 80.0% |
| | Leavers | 10 |

30. Provision shaded red

| Sector Subject Area (Tier 1) | | Skills for Life | Full Level 2 | Full Level 3 | Other | Sector Subject Area Success Rate |
|---|---------------|-----------------|--------------|--------------|-------|----------------------------------|
| 01 Health, Public Services and Care | Success Rates | 100.0% | 86.7% | 33.3% | 62.5% | 55.6% |
| | Leavers | 2 | 15 | 30 | 16 | 63 |
| 04 Engineering and Manufacturing Technologies | Success Rates | 41.7% | 37.5% | 97.1% | 25.0% | 56.5% |
| | Leavers | 36 | 40 | 35 | 4 | 115 |
| 06 Information and Communication Technology | Success Rates | 80.0% | 75.0% | | 75.0% | 76.9% |
| | Leavers | 10 | 12 | | 4 | 26 |

31. Provision shaded green

| Sector Subject Area (Tier 1) | | Skills for Life | Full Level 2 | Full Level 3 | Other | Sector Subject Area Success Rate |
|---|---------------|-----------------|--------------|--------------|-------|----------------------------------|
| 01 Health, Public Services and Care | Success Rates | 100.0% | 86.7% | 33.3% | 62.5% | 55.6% |
| | Leavers | 2 | 15 | 30 | 16 | 63 |
| 04 Engineering and Manufacturing Technologies | Success Rates | 41.7% | 37.5% | 97.1% | 25.0% | 56.5% |
| | Leavers | 36 | 40 | 35 | 4 | 115 |
| 06 Information and Communication Technology | Success Rates | 80.0% | 75.0% | | 75.0% | 76.9% |
| | Leavers | 10 | 12 | | 4 | 26 |

32. Success rate by learning aim level

| | | | | | |
|-------|---------------|-------|-------|-------|-------|
| Total | Success Rates | 52.1% | 55.2% | 67.7% | 58.3% |
| | Leavers | 48 | 67 | 65 | 24 |

33. Sector subject area success rate

| Sector Subject Area Success Rate | |
|----------------------------------|-----|
| 55.6% | 63 |
| 56.5% | 115 |
| 76.9% | 26 |

34. Provider success rate

| | | | | | | |
|-------|---------------|-------|-------|-------|-------|-------|
| Total | Success Rates | 52.1% | 55.2% | 67.7% | 58.3% | 58.8% |
| | Leavers | 48 | 67 | 65 | 24 | 204 |

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