

Outcome Based Success Measures



| | |
|-----------------------------|----------------------------------|
| Provider Name | SOUTH NOTTINGHAM COLLEGE |
| Provider Type | General FE College incl Tertiary |
| UKPRN | 10005991 |
| Provider ID | 108485 |
| Based on number of learners | 9,500 |
| Academic year | 2010/11 |

Experimental data – see gov.uk for technical details, guidance on use and other measures.

Contents

The outcome based success measures in this report show data for

- All 19+ Skills learners funded through the Adult Skills Budget
- All 19+ Apprenticeship learners funded through the Adult Skills Budget

Therefore this report does not include:

- Learners funded through the Adult Community Learning Budget
- Learners funded through the Education Funding Authority
- Learners funded through the Offenders' Learning and Skills Service
- 16 -18 year old Apprenticeship learners
- Any learners under the age of 19

This report contains the following pages:

- Guidance notes and methodology
- Summary of measures
- Reports on each destination measure

Points to note:

- This is experimental data and relates to learners completing training in 2010/11. It has been released alongside a consultation which will inform how these measures will be used in the future. Please see gov.uk for technical details, guidance on use, and other measures that have been developed.
- Outcomes are only published where data are available for at least 100 learners, otherwise values are suppressed and marked with '-'.
- For all data, totals are rounded to the nearest 100 learners and rates are rounded to the nearest percentage point. Totals may not sum due to rounding.
- Where the rate for a destination is between 0% and 4% it is shown as 0-4%, and where the rate is between 96% and 100% it is shown as 96-100%

Success Measures Guidance Notes



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Outcome Based Success Measures Provider Report

Academic Year 2010/11

This report shows experimental data on the learning and employment destinations of learners completing eligible learning in the 2010/11 academic year. All of the measures make use of administrative datasets and provide a comprehensive estimate of subsequent learning and employment activity.

Please see gov.uk for further details on how these measures have been developed and should be used.

An outline of the definition of each destination measure in this report is given below:

- **Sustained positive destination** – the proportion of all adult learners with a sustained positive outcome, either into learning or employment.
- **Sustained learning** – the proportion of all adult learners who are in sustained learning, regardless of economic activity.
- **Sustained employment** – the proportion of adult learners in sustained employment.
- **Sustained employment for benefit learners** – the proportion of adult learners in sustained employment that were claiming benefits (subject to more stringent labour market requirements) the day before the start of their learning.

A full commentary and further technical details on the experimental data can be found on gov.uk. This also includes data on other measures, including a destination measure that captures non-sustained learning.

<https://www.gov.uk/government/publications/adult-further-education-outcome-based-success-measures-experimental-data-2010-to-2011>

Applicability

This report covers all 19+ Skills and Apprenticeships funded through the Adult Skills Budget where learners completed at least one funded aim in the 2010/11 academic year. Learners who have completed aims as part of an apprenticeship programme, but have not completed the entire programme, are excluded from the data unless they have also completed an eligible aim outside of the apprenticeship programme.

Success Measures Summary



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| Measure | Rate |
|--|------|
| Learner Destinations | |
| Sustained positive destination – the proportion of all adult learners with a sustained positive outcome, either into learning or employment. | 76% |
| Sustained learning – the proportion of all adult learners who are in sustained learning, regardless of economic activity. | 16% |
| Sustained employment – the proportion of adult learners in sustained employment. | 70% |
| Sustained employment for benefit learners – the proportion of adult learners in sustained employment that were claiming benefits (subject to more stringent labour market requirements) the day before the start of their training. | 30% |

Success Measures Breakdowns

| | |
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| All Measures | | | | | | |
|-----------------------------|---------------------------------|--|----------------------------|---------------------------------|--------------------------------------|---------------------------------|
| | Total learners (completions) | Sustained positive destination rate | Sustained learning rate | Sustained employment rate | Benefit learners (completions) | Sustained employment rate |
| By Programme Type | | | | | | |
| All Adult FE and Skills | 9,500 | 76% | 16% | 70% | 600 | 30% |
| of which Apprenticeships | 200 | 81% | 10% | 81% | - | - |
| By Age | | | | | | |
| 19 - 24 | 1,500 | 74% | 24% | 65% | 100 | 32% |
| 25 - 49 | 6,000 | 78% | 16% | 73% | 400 | 30% |
| 50+ | 2,000 | 73% | 13% | 67% | 100 | 25% |
| Unknown | - | - | - | - | - | - |
| By Gender | | | | | | |
| Female | 5,800 | 79% | 18% | 72% | 200 | 28% |
| Male | 3,700 | 73% | 14% | 68% | 400 | 31% |

Success Measures Breakdowns

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| All Measures | | | | | | |
|---|---------------------------------|--|----------------------------|---------------------------------|--------------------------------------|---------------------------------|
| | Total learners (completions) | Sustained positive destination rate | Sustained learning rate | Sustained employment rate | Benefit learners (completions) | Sustained employment rate |
| By Learner's Highest Level of Learning Aim | | | | | | |
| Entry/Level 1 - Other | 1,600 | 72% | 25% | 60% | - | - |
| Entry/Level 1 - Eng & Maths | 2,000 | 63% | 16% | 55% | 300 | 21% |
| Entry/Level 1 - ESOL | - | - | - | - | - | - |
| Level 2 - Other | 300 | 84% | 16% | 79% | - | - |
| Level 2 - Eng & Maths | 400 | 58% | 17% | 50% | 100 | 30% |
| Level 2 - ESOL | - | - | - | - | - | - |
| Full Level 2 | 3,700 | 83% | 14% | 80% | - | - |
| Level 3 - Other | 200 | 71% | 14% | 68% | - | - |
| Full Level 3 | 1,200 | 81% | 12% | 75% | - | - |
| Level 4+ | 100 | 88% | 15% | 86% | - | - |
| Not assigned | - | - | - | - | - | - |
| By Learners with Learning Difficulties and/or Disabilities | | | | | | |
| Learning Difficulties/ Disability | 700 | 66% | 27% | 47% | - | - |
| No Learning Difficulties/ Disability | 8,600 | 77% | 16% | 72% | 500 | 32% |
| Not Known/Not Provided | 200 | 80% | 13% | 74% | - | - |

Sustained positive destination

| | |
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| Sustained positive destination | | | | | | | | |
|--------------------------------|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Programme Type | | | | | | | | |
| All Adult FE and Skills | 9,500 | 76% | 69% | 74% | 78% | 67% | 76% | 85% |
| of which Apprenticeships | 200 | 81% | 76% | 82% | 86% | 79% | 84% | 89% |
| By Age | | | | | | | | |
| 19 - 24 | 1,500 | 74% | 69% | 74% | 78% | 68% | 75% | 82% |
| 25 - 49 | 6,000 | 78% | 69% | 74% | 79% | 67% | 76% | 84% |
| 50+ | 2,000 | 73% | 63% | 72% | 76% | 60% | 71% | 79% |
| By Gender | | | | | | | | |
| Female | 5,800 | 79% | 72% | 76% | 80% | 70% | 77% | 84% |
| Male | 3,700 | 73% | 64% | 71% | 77% | 62% | 72% | 82% |

Sustained positive destination

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| Sustained positive destination | | | | | | | | |
|---|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Learner's Highest Level of Learning Aim | | | | | | | | |
| Entry/Level 1 - Other | 1,600 | 72% | 52% | 62% | 71% | 51% | 62% | 71% |
| Entry/Level 1 - Eng & Maths | 2,000 | 63% | 61% | 68% | 74% | 56% | 66% | 74% |
| Entry/Level 1 - ESOL | - | - | 54% | 60% | 67% | 55% | 61% | 67% |
| Level 2 - Other | 300 | 84% | 68% | 79% | 85% | 68% | 78% | 85% |
| Level 2 - Eng & Maths | 400 | 58% | 69% | 76% | 80% | 67% | 74% | 80% |
| Level 2 - ESOL | - | - | - | - | - | - | - | - |
| Full Level 2 | 3,700 | 83% | 69% | 75% | 80% | 70% | 78% | 85% |
| Level 3 - Other | 200 | 71% | 70% | 77% | 83% | 70% | 77% | 83% |
| Full Level 3 | 1,200 | 81% | 75% | 79% | 83% | 76% | 81% | 86% |
| Level 4+ | 100 | 88% | 80% | 86% | 90% | 80% | 86% | 90% |
| Not assigned | - | - | - | - | - | - | - | - |
| By Learners with Learning Difficulties and/or Disabilities | | | | | | | | |
| Learning Difficulties/ Disability | 700 | 66% | 60% | 65% | 72% | 58% | 66% | 73% |
| No Learning Difficulties/ Disability | 8,600 | 77% | 69% | 75% | 80% | 68% | 77% | 85% |
| Not Known/Not Provided | 200 | 80% | 60% | 70% | 78% | 59% | 68% | 78% |

Sustained learning

| | |
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| Sustained learning | | | | | | | | |
|--------------------------|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Programme Type | | | | | | | | |
| All Adult FE and Skills | 9,500 | 16% | 20% | 25% | 31% | 8% | 17% | 30% |
| of which Apprenticeships | 200 | 10% | 13% | 18% | 25% | 10% | 16% | 22% |
| By Age | | | | | | | | |
| 19 - 24 | 1,500 | 24% | 29% | 34% | 39% | 15% | 28% | 37% |
| 25 - 49 | 6,000 | 16% | 18% | 23% | 29% | 7% | 17% | 28% |
| 50+ | 2,000 | 13% | 9% | 13% | 20% | 6% | 12% | 24% |
| By Gender | | | | | | | | |
| Female | 5,800 | 18% | 22% | 28% | 32% | 11% | 22% | 31% |
| Male | 3,700 | 14% | 16% | 22% | 30% | 7% | 17% | 28% |

Sustained learning

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| Sustained learning | | | | | | | | |
|---|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Learner's Highest Level of Learning Aim | | | | | | | | |
| Entry/Level 1 - Other | 1,600 | 25% | 19% | 27% | 37% | 19% | 27% | 37% |
| Entry/Level 1 - Eng & Maths | 2,000 | 16% | 28% | 37% | 46% | 22% | 37% | 46% |
| Entry/Level 1 - ESOL | - | - | 25% | 37% | 49% | 27% | 37% | 48% |
| Level 2 - Other | 300 | 16% | 12% | 17% | 26% | 13% | 18% | 27% |
| Level 2 - Eng & Maths | 400 | 17% | 23% | 30% | 38% | 20% | 27% | 37% |
| Level 2 - ESOL | - | - | - | - | - | - | - | - |
| Full Level 2 | 3,700 | 14% | 13% | 20% | 26% | 7% | 15% | 24% |
| Level 3 - Other | 200 | 14% | 11% | 15% | 22% | 11% | 16% | 25% |
| Full Level 3 | 1,200 | 12% | 23% | 29% | 35% | 8% | 21% | 32% |
| Level 4+ | 100 | 15% | 8% | 12% | 17% | 8% | 12% | 16% |
| Not assigned | - | - | - | - | - | - | - | - |
| By Learners with Learning Difficulties and/or Disabilities | | | | | | | | |
| Learning Difficulties/ Disability | 700 | 27% | 30% | 37% | 45% | 26% | 36% | 46% |
| No Learning Difficulties/ Disability | 8,600 | 16% | 17% | 23% | 29% | 8% | 16% | 26% |
| Not Known/Not Provided | 200 | 13% | 12% | 18% | 30% | 12% | 20% | 30% |

Sustained employment

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|--------------------------|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Programme Type | | | | | | | | |
| All Adult FE and Skills | 9,500 | 70% | 54% | 63% | 68% | 53% | 67% | 83% |
| of which Apprenticeships | 200 | 81% | 72% | 79% | 82% | 75% | 82% | 87% |
| By Age | | | | | | | | |
| 19 - 24 | 1,500 | 65% | 51% | 58% | 65% | 51% | 62% | 78% |
| 25 - 49 | 6,000 | 73% | 56% | 65% | 71% | 53% | 67% | 82% |
| 50+ | 2,000 | 67% | 52% | 65% | 71% | 44% | 62% | 75% |
| By Gender | | | | | | | | |
| Female | 5,800 | 72% | 55% | 64% | 71% | 54% | 68% | 82% |
| Male | 3,700 | 68% | 52% | 59% | 67% | 48% | 62% | 80% |

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| Sustained employment | | | | | | | | |
|---|---------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Total learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Learner's Highest Level of Learning Aim | | | | | | | | |
| Entry/Level 1 - Other | 1,600 | 60% | 32% | 42% | 55% | 31% | 42% | 55% |
| Entry/Level 1 - Eng & Maths | 2,000 | 55% | 31% | 43% | 54% | 29% | 39% | 53% |
| Entry/Level 1 - ESOL | - | - | 20% | 32% | 44% | 22% | 33% | 42% |
| Level 2 - Other | 300 | 79% | 55% | 73% | 81% | 55% | 73% | 81% |
| Level 2 - Eng & Maths | 400 | 50% | 53% | 62% | 70% | 50% | 60% | 70% |
| Level 2 - ESOL | - | - | - | - | - | - | - | - |
| Full Level 2 | 3,700 | 80% | 60% | 68% | 73% | 62% | 72% | 82% |
| Level 3 - Other | 200 | 68% | 64% | 71% | 79% | 60% | 71% | 79% |
| Full Level 3 | 1,200 | 75% | 60% | 67% | 73% | 63% | 72% | 84% |
| Level 4+ | 100 | 86% | 76% | 83% | 88% | 77% | 83% | 88% |
| Not assigned | - | - | - | - | - | - | - | - |
| By Learners with Learning Difficulties and/or Disabilities | | | | | | | | |
| Learning Difficulties/ Disability | 700 | 47% | 30% | 39% | 47% | 27% | 38% | 49% |
| No Learning Difficulties/ Disability | 8,600 | 72% | 57% | 67% | 72% | 56% | 70% | 83% |
| Not Known/Not Provided | 200 | 74% | 47% | 61% | 72% | 44% | 58% | 71% |

Sustained employment for benefit learners

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| Sustained employment for benefit learners | | | | | | | | |
|---|-----------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Benefit learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Programme Type | | | | | | | | |
| All Adult FE and Skills | 600 | 30% | 30% | 37% | 43% | 28% | 35% | 43% |
| of which Apprenticeships | - | - | - | - | - | - | - | - |
| By Age | | | | | | | | |
| 19 - 24 | 100 | 32% | 27% | 33% | 37% | 26% | 32% | 37% |
| 25 - 49 | 400 | 30% | 29% | 36% | 43% | 28% | 33% | 42% |
| 50+ | 100 | 25% | - | - | - | 20% | 24% | 30% |
| By Gender | | | | | | | | |
| Female | 200 | 28% | 27% | 35% | 41% | 24% | 32% | 40% |
| Male | 400 | 31% | 30% | 35% | 41% | 28% | 33% | 40% |

Sustained employment for benefit learners

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|---|-----------------------------------|------|-------------------|--------|-------------------|-------------------|--------|-------------------|
| | | | Provider Type | | | National | | |
| | Benefit learners (completions) | Rate | Lower quintile | Median | Upper quintile | Lower quintile | Median | Upper quintile |
| By Learner's Highest Level of Learning Aim | | | | | | | | |
| Entry/Level 1 - Other | - | - | 22% | 27% | 31% | 21% | 27% | 33% |
| Entry/Level 1 - Eng & Maths | 300 | 21% | 19% | 24% | 27% | 19% | 24% | 27% |
| Entry/Level 1 - ESOL | - | - | - | - | - | - | - | - |
| Level 2 - Other | - | - | - | - | - | - | - | - |
| Level 2 - Eng & Maths | 100 | 30% | - | - | - | - | - | - |
| Level 2 - ESOL | - | - | - | - | - | - | - | - |
| Full Level 2 | - | - | 35% | 41% | 47% | 36% | 41% | 47% |
| Level 3 - Other | - | - | - | - | - | - | - | - |
| Full Level 3 | - | - | - | - | - | - | - | - |
| Level 4+ | - | - | - | - | - | - | - | - |
| Not assigned | - | - | - | - | - | - | - | - |
| By Learners with Learning Difficulties and/or Disabilities | | | | | | | | |
| Learning Difficulties/ Disability | - | - | - | - | - | 21% | 25% | 31% |
| No Learning Difficulties/ Disability | 500 | 32% | 31% | 38% | 44% | 28% | 36% | 43% |
| Not Known/Not Provided | - | - | - | - | - | - | - | - |