

# Outcome Based Success Measures



Provider Name	NEW COLLEGE NOTTINGHAM
Provider Type	General FE College incl Tertiary
UKPRN	10004577
Provider ID	106985
Based on number of learners	6,100
Academic year	2010/11

**Experimental data – see [gov.uk](http://gov.uk) for technical details, guidance on use and other measures.**

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## 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](http://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
<b>Learner Destinations</b>	
<b>Sustained positive destination</b> – the proportion of all adult learners with a sustained positive outcome, either into learning or employment.	65%
<b>Sustained learning</b> – the proportion of all adult learners who are in sustained learning, regardless of economic activity.	25%
<b>Sustained employment</b> – the proportion of adult learners in sustained employment.	52%
<b>Sustained employment for benefit learners</b> – 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.	35%

# Success Measures Breakdowns



Department  
for Business  
Innovation & Skills



Skills Funding  
Agency

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	All Measures				Benefit learners (completions)	Sustained employment rate
	Total learners (completions)	Sustained positive destination rate	Sustained learning rate	Sustained employment rate		
<b>By Programme Type</b>						
All Adult FE and Skills	6,100	65%	25%	52%	500	35%
of which Apprenticeships	100	80%	24%	74%	-	-
<b>By Age</b>						
19 - 24	1,400	71%	37%	52%	200	35%
25 - 49	3,900	64%	23%	51%	300	35%
50+	800	62%	14%	54%	-	-
Unknown	-	-	-	-	-	-
<b>By Gender</b>						
Female	2,900	73%	31%	55%	200	38%
Male	3,300	59%	20%	48%	300	33%

# 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	
<b>By Learner's Highest Level of Learning Aim</b>							
Entry/Level 1 - Other	300	49%	27%	32%	-	-	
Entry/Level 1 - Eng & Maths	900	65%	48%	32%	100	27%	
Entry/Level 1 - ESOL	300	65%	55%	28%	-	-	
Level 2 - Other	-	-	-	-	-	-	
Level 2 - Eng & Maths	400	76%	38%	56%	-	-	
Level 2 - ESOL	-	-	-	-	-	-	
Full Level 2	3,100	60%	12%	55%	200	44%	
Level 3 - Other	-	-	-	-	-	-	
Full Level 3	1,000	77%	30%	64%	-	-	
Level 4+	-	-	-	-	-	-	
Not assigned	-	-	-	-	-	-	
<b>By Learners with Learning Difficulties and/or Disabilities</b>							
Learning Difficulties/ Disability	800	62%	36%	38%	-	-	
No Learning Difficulties/ Disability	5,200	66%	23%	54%	400	37%	
Not Known/Not Provided	200	58%	30%	38%	-	-	

## 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
<b>By Programme Type</b>								
All Adult FE and Skills	6,100	65%	69%	74%	78%	67%	76%	85%
of which Apprenticeships	100	80%	76%	82%	86%	79%	84%	89%
<b>By Age</b>								
19 - 24	1,400	71%	69%	74%	78%	68%	75%	82%
25 - 49	3,900	64%	69%	74%	79%	67%	76%	84%
50+	800	62%	63%	72%	76%	60%	71%	79%
<b>By Gender</b>								
Female	2,900	73%	72%	76%	80%	70%	77%	84%
Male	3,300	59%	64%	71%	77%	62%	72%	82%

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Sustained positive destination								
		Provider Type			National			
	Total learners (completions)	Rate	Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile
<b>By Learner's Highest Level of Learning Aim</b>								
Entry/Level 1 - Other	300	49%	52%	62%	71%	51%	62%	71%
Entry/Level 1 - Eng & Maths	900	65%	61%	68%	74%	56%	66%	74%
Entry/Level 1 - ESOL	300	65%	54%	60%	67%	55%	61%	67%
Level 2 - Other	-	-	68%	79%	85%	68%	78%	85%
Level 2 - Eng & Maths	400	76%	69%	76%	80%	67%	74%	80%
Level 2 - ESOL	-	-	-	-	-	-	-	-
Full Level 2	3,100	60%	69%	75%	80%	70%	78%	85%
Level 3 - Other	-	-	70%	77%	83%	70%	77%	83%
Full Level 3	1,000	77%	75%	79%	83%	76%	81%	86%
Level 4+	-	-	80%	86%	90%	80%	86%	90%
Not assigned	-	-	-	-	-	-	-	-
<b>By Learners with Learning Difficulties and/or Disabilities</b>								
Learning Difficulties/ Disability	800	62%	60%	65%	72%	58%	66%	73%
No Learning Difficulties/ Disability	5,200	66%	69%	75%	80%	68%	77%	85%
Not Known/Not Provided	200	58%	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	
<b>By Programme Type</b>									
	<b>All Adult FE and Skills</b>	<b>6,100</b>	<b>25%</b>	20%	25%	31%	8%	17%	30%
	of which Apprenticeships	100	24%	13%	18%	25%	10%	16%	22%
<b>By Age</b>									
	19 - 24	1,400	37%	29%	34%	39%	15%	28%	37%
	25 - 49	3,900	23%	18%	23%	29%	7%	17%	28%
	50+	800	14%	9%	13%	20%	6%	12%	24%
<b>By Gender</b>									
	Female	2,900	31%	22%	28%	32%	11%	22%	31%
	Male	3,300	20%	16%	22%	30%	7%	17%	28%

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		Sustained learning							
		Provider Type			National				
		Total learners (completions)	Rate	Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile
<b>By Learner's Highest Level of Learning Aim</b>									
Entry/Level 1 - Other	300	27%	19%	27%	37%	19%	27%	37%	
Entry/Level 1 - Eng & Maths	900	48%	28%	37%	46%	22%	37%	46%	
Entry/Level 1 - ESOL	300	55%	25%	37%	49%	27%	37%	48%	
Level 2 - Other	-	-	12%	17%	26%	13%	18%	27%	
Level 2 - Eng & Maths	400	38%	23%	30%	38%	20%	27%	37%	
Level 2 - ESOL	-	-	-	-	-	-	-	-	
Full Level 2	3,100	12%	13%	20%	26%	7%	15%	24%	
Level 3 - Other	-	-	11%	15%	22%	11%	16%	25%	
Full Level 3	1,000	30%	23%	29%	35%	8%	21%	32%	
Level 4+	-	-	8%	12%	17%	8%	12%	16%	
Not assigned	-	-	-	-	-	-	-	-	
<b>By Learners with Learning Difficulties and/or Disabilities</b>									
Learning Difficulties/ Disability	800	36%	30%	37%	45%	26%	36%	46%	
No Learning Difficulties/ Disability	5,200	23%	17%	23%	29%	8%	16%	26%	
Not Known/Not Provided	200	30%	12%	18%	30%	12%	20%	30%	

# Sustained employment



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		Sustained employment							
		Provider Type			National				
	Total learners (completions)	Rate	Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile	
<b>By Programme Type</b>									
	<b>All Adult FE and Skills</b>	<b>6,100</b>	<b>52%</b>	54%	63%	68%	53%	67%	83%
	of which Apprenticeships	100	74%	72%	79%	82%	75%	82%	87%
<b>By Age</b>									
	19 - 24	1,400	52%	51%	58%	65%	51%	62%	78%
	25 - 49	3,900	51%	56%	65%	71%	53%	67%	82%
	50+	800	54%	52%	65%	71%	44%	62%	75%
<b>By Gender</b>									
	Female	2,900	55%	55%	64%	71%	54%	68%	82%
	Male	3,300	48%	52%	59%	67%	48%	62%	80%

# Sustained employment



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		Sustained employment							
		Provider Type			National				
		Total learners (completions)	Rate	Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile
<b>By Learner's Highest Level of Learning Aim</b>									
Entry/Level 1 - Other	300	32%	32%	42%	55%	31%	42%	55%	
Entry/Level 1 - Eng & Maths	900	32%	31%	43%	54%	29%	39%	53%	
Entry/Level 1 - ESOL	300	28%	20%	32%	44%	22%	33%	42%	
Level 2 - Other	-	-	55%	73%	81%	55%	73%	81%	
Level 2 - Eng & Maths	400	56%	53%	62%	70%	50%	60%	70%	
Level 2 - ESOL	-	-	-	-	-	-	-	-	
Full Level 2	3,100	55%	60%	68%	73%	62%	72%	82%	
Level 3 - Other	-	-	64%	71%	79%	60%	71%	79%	
Full Level 3	1,000	64%	60%	67%	73%	63%	72%	84%	
Level 4+	-	-	76%	83%	88%	77%	83%	88%	
Not assigned	-	-	-	-	-	-	-	-	
<b>By Learners with Learning Difficulties and/or Disabilities</b>									
Learning Difficulties/ Disability	800	38%	30%	39%	47%	27%	38%	49%	
No Learning Difficulties/ Disability	5,200	54%	57%	67%	72%	56%	70%	83%	
Not Known/Not Provided	200	38%	47%	61%	72%	44%	58%	71%	

# Sustained employment for benefit learners



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## Sustained employment for benefit learners

	Benefit learners (completions)	Rate	Provider Type			National		
			Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile
<b>By Programme Type</b>								
All Adult FE and Skills	500	35%	30%	37%	43%	28%	35%	43%
of which Apprenticeships	-	-	-	-	-	-	-	-
<b>By Age</b>								
19 - 24	200	35%	27%	33%	37%	26%	32%	37%
25 - 49	300	35%	29%	36%	43%	28%	33%	42%
50+	-	-	-	-	-	20%	24%	30%
<b>By Gender</b>								
Female	200	38%	27%	35%	41%	24%	32%	40%
Male	300	33%	30%	35%	41%	28%	33%	40%

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	Benefit learners (completions)	Rate	Provider Type			National		
			Lower quintile	Median	Upper quintile	Lower quintile	Median	Upper quintile
<b>By Learner's Highest Level of Learning Aim</b>								
Entry/Level 1 - Other	-	-	22%	27%	31%	21%	27%	33%
Entry/Level 1 - Eng & Maths	100	27%	19%	24%	27%	19%	24%	27%
Entry/Level 1 - ESOL	-	-	-	-	-	-	-	-
Level 2 - Other	-	-	-	-	-	-	-	-
Level 2 - Eng & Maths	-	-	-	-	-	-	-	-
Level 2 - ESOL	-	-	-	-	-	-	-	-
Full Level 2	200	44%	35%	41%	47%	36%	41%	47%
Level 3 - Other	-	-	-	-	-	-	-	-
Full Level 3	-	-	-	-	-	-	-	-
Level 4+	-	-	-	-	-	-	-	-
Not assigned	-	-	-	-	-	-	-	-
<b>By Learners with Learning Difficulties and/or Disabilities</b>								
Learning Difficulties/ Disability	-	-	-	-	-	21%	25%	31%
No Learning Difficulties/ Disability	400	37%	31%	38%	44%	28%	36%	43%
Not Known/Not Provided	-	-	-	-	-	-	-	-