

Classroom Learning Qualification Success Rates Business Rules 2012/13

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Audience Public

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Introduction/background

1. The core components of the Qualification Success Rates (QSR) calculation and methodology are based upon key policy, business and technical Individualised Learner Record (ILR) rules.
2. Separate sets of rules governing the calculation method of the QSR are issued for Workplace Learning, Apprenticeships and Classroom Learning.
3. Changes or additions to these rules are reviewed annually.

Purpose

4. This document presents the rules that govern the calculation method for the QSR in 2012/13 for Classroom Learning. Details of changes or additions that need to be accounted for within the Classroom Learning QSR methodology will be listed in an update to this paper as and when they arise.

Success Rate Measures

5. The Classroom Learning QSRs are calculated from base 'ILR' data submitted by providers who offer Classroom Learning.

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A partner organisation of the Department for Business, Innovation & Skills

6. The **success rate** is the number of achieved learning aims with a planned end date in the QSR reporting year expressed as a percentage of the number of starts with a planned end date in the QSR reporting year.
7. Two success rate measures will be calculated in 2012/13. The primary one will be the official measure used for Agency reporting and managing underperformance. Functional Skills will be excluded from this primary measure. A second measure, used for illustrative and comparative purposes only in 2012/13, will include functional skills and will adopt new QCF qualification type categories. QCF units will be included in this second measure and be shown as a separate category. Functional Skills will be included in this second measure so the impact of their inclusion can be clear for information purposes only.

Changes from 2011/12

8. In addition to the change outlined in paragraph 7, two new exclusions have been added:
 - a. Instances where learners claiming Job Seekers Allowance (JSA) or Employment and Support Allowance (ESA) in the Work Related Activity Group (WRAG) cannot continue their learning through to successful completion because they have gained employment. These are learning aims which have an Employment Outcome of 1 or 2, for learners with an Employment Status Monitoring Type of BSI and a Employment Status Monitoring Code of 1, 2 or 4.
 - b. The identification of "fail" results following a learner transferring to Apprenticeship provision under Government Strategy (as referenced in "[Investing in Skills for Sustainable Growth](#)" BIS, Nov 2010). These are learning aims with a Withdrawal Reason of 41.

Business Rules

9. The business rules in this document will apply to the success rates calculation for Classroom Learning that is recorded in the ILR.
10. The following exclusions apply:
 - a) Transfers
 - i) Where a learner has transferred to a different programme within the same provider

- ii) Where a learner has transferred to a new provider as a consequence of intervention from the Skills Funding Agency or Education Funding Agency
- b) Offenders Learning and Skill Service Provision (OLASS) instances where the learning aim is terminated early for reasons beyond the provider's control.
- c) Aims that do not receive Skills Funding Agency funding or mainstream 16-19 Education Funding Agency funding
- d) Key Skills
- e) QCF Units
- f) Adult Learner Accounts
- g) Joint Investment Programme aims
- h) Innovation Code Learning Aims ZINN000(1 to 6)
- i) Provision taken by learners under 16 (academic age)
- j) LLDD funded provision delivered by Independent Specialist Providers
- k) Entry to Employment learning aims, Foundation Learning weekly aims, Remaining 'First Steps' learning aims, Diagnostic Tests, Unitisation Qualifications, Additional Units, Tutorial Support and Complimentary Studies
- l) Programme aims, such as those used for Programme-led Pathways and Diplomas, will continue to be excluded from calculations. The component aims of these programmes will be included in calculations. The exception to this rule is for the International Baccalaureate, where component aims are not recorded in the ILR and so the overarching aim will be used for success rate calculations.
- m) Functional Skills (please see paragraph 7)
- n) The identification of "fail" results following a learner transferring to Apprenticeship provision under Government Strategy (as referenced in "Investing in Skills for Sustainable Growth" BIS, Nov 2010)
- o) Instances where learners claiming JSA/ESA (WRAG) can not continue their learning through to successful completion because they have gained employment

11. The historical success rates for Colleges that merged prior to the beginning of the current academic year in question are restated to include all Classroom Learning reported for the new College.
12. Where a provider reports changes to learner reference numbers via the LRN change process, these are taken into account when calculating success rates.
13. ILR data from the latest five years is merged to form the success rates dataset.
14. Un-cashed AS levels will be treated as failures.
15. Sub-contracting provider data will be included for calculating sub-contractor success rates. Sub-contractor success rates will be calculated for illustrative and comparative purposes only.

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