

# Outcome Based Success Measures



Provider Name	WALFORD AND NORTH SHROPSHIRE COLLEGE
Provider Type	General FE College incl Tertiary
UKPRN	10007299
Provider ID	108452
Based on number of learners	1,700
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



Department  
for Business  
Innovation & Skills



Skills Funding  
Agency

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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.	77%
<b>Sustained learning</b> – the proportion of all adult learners who are in sustained learning, regardless of economic activity.	22%
<b>Sustained employment</b> – the proportion of adult learners in sustained employment.	66%
<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.	-

# Success Measures Breakdowns



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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	1,700	77%	22%	66%	-	-
of which Apprenticeships	-	-	-	-	-	-
<b>By Age</b>						
19 - 24	400	75%	30%	61%	-	-
25 - 49	1,000	77%	20%	67%	-	-
50+	300	78%	17%	70%	-	-
Unknown	-	-	-	-	-	-
<b>By Gender</b>						
Female	1,100	82%	23%	73%	-	-
Male	600	67%	19%	54%	-	-

# 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	63%	37%	34%	-	-
Entry/Level 1 - Eng & Maths	-	-	-	-	-	-
Entry/Level 1 - ESOL	-	-	-	-	-	-
Level 2 - Other	400	85%	19%	81%	-	-
Level 2 - Eng & Maths	-	-	-	-	-	-
Level 2 - ESOL	-	-	-	-	-	-
Full Level 2	400	79%	14%	76%	-	-
Level 3 - Other	100	87%	10%	86%	-	-
Full Level 3	200	81%	24%	67%	-	-
Level 4+	-	-	-	-	-	-
Not assigned	-	-	-	-	-	-
<b>By Learners with Learning Difficulties and/or Disabilities</b>						
Learning Difficulties/ Disability	300	57%	41%	22%	-	-
No Learning Difficulties/ Disability	1,400	80%	18%	74%	-	-
Not Known/Not Provided	-	-	-	-	-	-

## 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	1,700	77%	69%	74%	78%	67%	76%	85%
of which Apprenticeships	-	-	76%	82%	86%	79%	84%	89%
<b>By Age</b>								
19 - 24	400	75%	69%	74%	78%	68%	75%	82%
25 - 49	1,000	77%	69%	74%	79%	67%	76%	84%
50+	300	78%	63%	72%	76%	60%	71%	79%
<b>By Gender</b>								
Female	1,100	82%	72%	76%	80%	70%	77%	84%
Male	600	67%	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
<b>By Learner's Highest Level of Learning Aim</b>									
	Entry/Level 1 - Other	300	63%	52%	62%	71%	51%	62%	71%
	Entry/Level 1 - Eng & Maths	-	-	61%	68%	74%	56%	66%	74%
	Entry/Level 1 - ESOL	-	-	54%	60%	67%	55%	61%	67%
	Level 2 - Other	400	85%	68%	79%	85%	68%	78%	85%
	Level 2 - Eng & Maths	-	-	69%	76%	80%	67%	74%	80%
	Level 2 - ESOL	-	-	-	-	-	-	-	-
	Full Level 2	400	79%	69%	75%	80%	70%	78%	85%
	Level 3 - Other	100	87%	70%	77%	83%	70%	77%	83%
	Full Level 3	200	81%	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	300	57%	60%	65%	72%	58%	66%	73%
	No Learning Difficulties/ Disability	1,400	80%	69%	75%	80%	68%	77%	85%
	Not Known/Not Provided	-	-	60%	70%	78%	59%	68%	78%

# Sustained learning



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

		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>1,700</b>	<b>22%</b>	20%	25%	31%	8%	17%	30%
	of which Apprenticeships	-	-	13%	18%	25%	10%	16%	22%
<b>By Age</b>									
	19 - 24	400	30%	29%	34%	39%	15%	28%	37%
	25 - 49	1,000	20%	18%	23%	29%	7%	17%	28%
	50+	300	17%	9%	13%	20%	6%	12%	24%
<b>By Gender</b>									
	Female	1,100	23%	22%	28%	32%	11%	22%	31%
	Male	600	19%	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
<b>By Learner's Highest Level of Learning Aim</b>									
Entry/Level 1 - Other	300	37%	19%	27%	37%	19%	27%	37%	
Entry/Level 1 - Eng & Maths	-	-	28%	37%	46%	22%	37%	46%	
Entry/Level 1 - ESOL	-	-	25%	37%	49%	27%	37%	48%	
Level 2 - Other	400	19%	12%	17%	26%	13%	18%	27%	
Level 2 - Eng & Maths	-	-	23%	30%	38%	20%	27%	37%	
Level 2 - ESOL	-	-	-	-	-	-	-	-	
Full Level 2	400	14%	13%	20%	26%	7%	15%	24%	
Level 3 - Other	100	10%	11%	15%	22%	11%	16%	25%	
Full Level 3	200	24%	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	300	41%	30%	37%	45%	26%	36%	46%	
No Learning Difficulties/ Disability	1,400	18%	17%	23%	29%	8%	16%	26%	
Not Known/Not Provided	-	-	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>1,700</b>	<b>66%</b>	54%	63%	68%	53%	67%	83%
	of which Apprenticeships	-	-	72%	79%	82%	75%	82%	87%
<b>By Age</b>									
	19 - 24	400	61%	51%	58%	65%	51%	62%	78%
	25 - 49	1,000	67%	56%	65%	71%	53%	67%	82%
	50+	300	70%	52%	65%	71%	44%	62%	75%
<b>By Gender</b>									
	Female	1,100	73%	55%	64%	71%	54%	68%	82%
	Male	600	54%	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
<b>By Learner's Highest Level of Learning Aim</b>									
	Entry/Level 1 - Other	300	34%	32%	42%	55%	31%	42%	55%
	Entry/Level 1 - Eng & Maths	-	-	31%	43%	54%	29%	39%	53%
	Entry/Level 1 - ESOL	-	-	20%	32%	44%	22%	33%	42%
	Level 2 - Other	400	81%	55%	73%	81%	55%	73%	81%
	Level 2 - Eng & Maths	-	-	53%	62%	70%	50%	60%	70%
	Level 2 - ESOL	-	-	-	-	-	-	-	-
	Full Level 2	400	76%	60%	68%	73%	62%	72%	82%
	Level 3 - Other	100	86%	64%	71%	79%	60%	71%	79%
	Full Level 3	200	67%	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	300	22%	30%	39%	47%	27%	38%	49%
	No Learning Difficulties/ Disability	1,400	74%	57%	67%	72%	56%	70%	83%
	Not Known/Not Provided	-	-	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	-	-	30%	37%	43%	28%	35%	43%
	of which Apprenticeships	-	-	-	-	-	-	-	-
<b>By Age</b>									
	19 - 24	-	-	27%	33%	37%	26%	32%	37%
	25 - 49	-	-	29%	36%	43%	28%	33%	42%
	50+	-	-	-	-	-	20%	24%	30%
<b>By Gender</b>									
	Female	-	-	27%	35%	41%	24%	32%	40%
	Male	-	-	30%	35%	41%	28%	33%	40%

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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 Learner's Highest Level of Learning Aim</b>							
Entry/Level 1 - Other	-	22%	27%	31%	21%	27%	33%
Entry/Level 1 - Eng & Maths	-	19%	24%	27%	19%	24%	27%
Entry/Level 1 - ESOL	-	-	-	-	-	-	-
Level 2 - Other	-	-	-	-	-	-	-
Level 2 - Eng & Maths	-	-	-	-	-	-	-
Level 2 - ESOL	-	-	-	-	-	-	-
Full Level 2	-	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	-	31%	38%	44%	28%	36%	43%
Not Known/Not Provided	-	-	-	-	-	-	-