



Skills Funding  
Agency

# This document has been withdrawn as it is out of date

## Classroom Learning Qualification Success Rates 2012/13 Minimum Standards Report Guidance

Date of issue 25 October 2013

Publication intent NOT PROTECTIVELY MARKED

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

## Section 1 - Introduction

### Purpose of This Document

1. This document provides information about the 2012/13 classroom learning minimum standards reports. The document also provides information about the derivation of the data included with the minimum standards reports.

### Changes to the Reports from 2011/12

2. There have been no changes made to the format of the shadow minimum standards reports that were published in May 2013.

### Purpose of the Minimum Standards Reports

3. [New Challenges, New Chances](#) committed to reform the minimum level of performance (MLP) methodology replacing it with a new methodology called Minimum Standards. The new post-19 minimum standards methodology is being applied for the first time on 2012/13 qualification success rates. The Department for Education are separately introducing new minimum standards for all 16-18 providers.
4. The Skills Funding Agency will take intervention action with regard to colleges' or providers' performance shown in the minimum standards reports. The intervention which will be taken is set out in the [Approach to Intervention](#) document.

### The Introduction of Minimum Standards

5. [New Challenges, New Chances](#) committed to increased freedoms and flexibilities and to reduced bureaucracy and government intervention in the further education (FE) sector, including reform of the minimum level of performance (MLP) methodology. After extensive discussions with the FE sector and a review of MLP the Agency decided to introduce minimum standards that are:
  - **Simple** – by removing: (a) the complex exemptions methodology, and (b) the use of weighted guided learning hours (glh) success rates in classroom learning, instead applying the new minimum standards to qualification success rates.
  - **Transparent** – by using the qualification success rate used across the FE sector the approach is transparent to all colleges and training organisations; it will enable colleges and training organisations to monitor their own performance.
  - **Fair** – the Agency's intervention strategy, as described in the [Approach to Intervention](#) document, will be applied fairly and transparently.

### Minimum Standards Methodology

6. Minimum standards apply separately to four blocks of provision delivered by a college or training organisation:
  - adults only (19+) classroom learning – long duration (courses of more than 24 weeks)
  - adults only (19+) classroom learning – short duration (courses from 5 to 24 weeks)
  - adults only (19+) workplace learning
  - all ages (16-18 and 19+) Apprenticeships

Very short duration classroom learning qualifications are excluded from minimum standards.

7. The Agency will set a threshold for each of the four blocks of provision. The threshold sets the success rate below which provision is considered below the minimum standard.
8. For classroom learning the thresholds are applied to success rates at qualification aim level. If the success rate of the qualification aim is below the minimum standards threshold, then all starts are classified as falling below the acceptable standard.

For 2012/13 the classroom learning thresholds are:

- Long duration:
    - all qualifications excluding A level - 63%
    - A level - 75%
  - Short duration
    - all qualifications excluding AS level and A level - 65%
    - AS level - 63%
    - A level - 75%
9. A tolerance level will also be set. This tolerance level is applied to the percentage of starts who experience provision below the minimum standard, in each of the four blocks of provision. If the proportion of starts in unacceptable provision exceeds the tolerance level, then the provision type will be in the scope of formal intervention set out in the PRAM document. For 2012/13 the tolerance level is 40%. The use of the minimum standards thresholds and tolerance levels is explained in greater detail in section 15 - 21.

### **Classroom Learning Qualifications in Scope of the New Minimum Standards**

10. All Agency and Education Funding Agency funded qualifications that contribute to the calculation of success rates for 2012/13 are included in the new minimum standards, with the exception of very short duration qualifications (less than five weeks duration).
11. A number of qualifications excluded from success rate reporting are also excluded from minimum standards reporting. These include:
  - Functional skills
  - Key skills
  - Qualifications and Credit Framework (QCF) unit-sized aims
  - Offender Learning and Skills Service (OLASS)
  - Innovation Code learning aims

Full details of the exclusions from QSR are listed in the [business rule document](#).

12. As the minimum standards methodology is based on success rates, and not guided learning hours, all distance learning will also be in scope, as will classroom learning delivered by training providers.

### **Minimum Standards Report Availability**

13. The minimum standards reports are made available to each provider as zipped files that are downloaded from Provider Gateway.

Each zip file contains:

- The minimum standards report
- A .csv file containing the data used in the calculation of minimum standards
- Minimum standards report guidance information (this document)

## Section 2 - Classroom Learning Minimum Standards Reports

### Contents of the Minimum Standards Report

14. The classroom learning minimum standards report contains nine sections:

- a) **Minimum Standards Summary.** This shows the percentage of starts below the minimum standards threshold, for long and short provision, in both tabular and graphical form. If the percentage of starts below the minimum standard threshold is equal to or greater than the minimum standards tolerance (40%) the percentage value is highlighted in red
- b) **Qualification Type Reports for Long and Short Programmes.** These reports analyse starts below the minimum standards threshold by qualification type, in both tabular and graphical form.

In these reports, and in the Qualification Level and Sector Subject Area reports, the Percentage of Starts Below MS threshold for long provision is calculated as:

Starts Below MS Threshold (long provision) divided by a providers total number of Starts (long provision) multiplied by 100

and the Percentage of Starts Below MS threshold for short provision is calculated as:

Starts Below MS Threshold (short provision) divided by a providers total number of Starts (short provision) multiplied by 100

- c) **Qualification Level Reports for Long and Short Programmes.** These reports analyse starts below the minimum standards threshold by qualification level, in both tabular and graphical form.

The qualification levels used for reporting are:

- Level 1 (which includes entry level)
- Level 2
- Level 3 A Level (which includes AS levels)
- Level 3 Non A level
- Level 4 or Higher
- Level Unknown

- d) **Sector Subject Area Reports for Long and Short Programmes.** These reports analyse starts below the minimum standards threshold by sector subject area, in both tabular and graphical form.
- e) **Qualification Reports for Long and Short Programmes.** These reports list each qualification by sector subject area and qualification type. The reports highlight in red those qualifications whose success rate is below the minimum standards threshold. All the starts for these qualifications are classified as starts below the minimum standards threshold

An example of a section of the report is shown below. As the qualification with learning aim reference 50054879 has a success rate less than 63% all the starts for the qualification are classified as starts below the minimum standards threshold, and the cells are highlighted in red.

			Success Rate	Starts	Starts Below MS Threshold
<b>Long Programmes Total</b>			<b>64.8%</b>	<b>123</b>	<b>26</b>
<b>01 – Health, Public Service and Care</b>			65.5%	5	1
<b>Award</b>					
Level 1	50054879	BTEC Award in Health and Social Care (QCF)	50.0%	4	4
Level 1	50090100	Award for Caring for Children (QCF)	72.7%	11	
<b>Award Total</b>			<b>69.2%</b>	<b>15</b>	<b>4</b>

The qualification types used to classify the qualifications are:

- Award
- Certificate
- Diploma
- A Level
- AS Level
- GCSE Maths and English
- GCSE Other
- Diploma (14-19)
- International Baccalaureate
- Skills for Life Qualification
- Other

The qualification type derivation is shown in paragraph 37 of the [Classroom Learning Dataset Production Document](#) (where it is referred to as QCF\_Size).

### Calculation of the Percentage of Starts Below the Minimum Standard Threshold

15. The first stage in the determination of the amount of provision that is below minimum standards is to identify whether the success rate for individual qualifications is below the minimum standards threshold. If the success rate of a qualification is below the minimum standard threshold for the duration (long, short), level and type of provision (e.g. A-level, AS-level) all the starts for that qualification are classified as starts below the minimum standards threshold. These starts are highlighted in red on the qualification report.

16. The starts below the minimum standard threshold are then summed separately for long and short programmes.
17. The percentage of starts below the minimum standard threshold for long and short programmes is then calculated.

The long programme calculation is:

'the sum of long programme starts below the minimum standard threshold' divided by 'the total number of long programme starts for the provider' multiplied by 100.

The short programme calculation is:

'the sum of short programme starts below the minimum standard threshold' divided by 'the total number of short programme starts for the provider' multiplied by 100.

18. The percentage of starts below the minimum standard threshold for long and short programmes are then compared separately to the minimum standards tolerance (40%).
19. If the percentage of starts below the minimum standard threshold for long programmes is equal to or greater than the minimum standards tolerance the provider's long provision will be subject to possible formal intervention by the Skills Funding Agency the [Provider Risk Assessment and Management](#) (PRAM). To highlight this the percentage value for long provision is shown in red on the minimum standards summary.
20. If the percentage of starts below the minimum standard threshold for short programmes is equal to or greater than the minimum standards tolerance the provider's short provision will be subject to possible formal intervention by the Skills Funding Agency the [Provider Risk Assessment and Management](#) (PRAM). To highlight this the percentage value for short provision is shown in red on the minimum standards summary.
21. These calculations are illustrated in the two scenarios below

In these scenarios a provider delivers three long duration level 2 qualifications. These are:

- 50098160 - Diploma in Vehicle Fitting Principles (QCF)
- 50098184 - Diploma in Light Vehicle Maintenance and Repair Principles (QCF)
- 50098366 - NVQ Diploma in Performing Engineering Operations (QCF)

Scenario 1 - percentage of starts below the minimum standards threshold is less than the minimum standards tolerance

		Success Rate	Starts	Starts Below MS Threshold
50098160	Diploma in Vehicle Fitting Principles (QCF)	50.0%	40	40
50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	72.7%	111	
50098366	NVQ Diploma in Performing Engineering Operations (QCF)	85.3%	56	
Total			207	40

In this scenario the success rate of only one of the three qualifications (50098160) falls below the minimum standard threshold of 63%. The 40 starts for this qualification are classified as starts below the minimum standards threshold.

The percentage of starts below the minimum standards for this provider is

'the sum of long programme starts below the minimum standard threshold' divided by 'the total number of long programme starts for the provider' multiplied by 100

This is 40 divided by 207 multiplied by 100, which equals 19.3%.

In this scenario the percentage of the provider's provision below the minimum standards threshold is less than the minimum standard tolerance (40%) and the Agency will take no action.

Scenario 2 - percentage of starts below the minimum standards threshold is more than the minimum standards tolerance

<b>Scenario 2</b>		Success Rate	Starts	Starts Below MS Threshold
50098160	Diploma in Vehicle Fitting Principles (QCF)	50.0%	40	40
50098184	Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	72.7%	111	
50098366	NVQ Diploma in Performing Engineering Operations (QCF)	45.3%	56	56
Total			207	96

In this scenario the success rates of two of the three qualifications (50098160 and 50098366) fall below the minimum standard threshold of 63%. The 96 starts for these qualifications are classified as starts below the minimum standards threshold.

The percentage of starts below the minimum standards for this provider is

96 divided by 207 multiplied by 100, which equals 46.4%.

In this scenario the percentage of the provider's provision below the minimum standards threshold is greater than the minimum standard tolerance (40%) and the Agency will take action as set out in the [PRAM](#) document.

## Section 3 - Classroom Learning Data File Contents

22. The classroom learning minimum standards report will be accompanied by an extract of the data used to produce the report. The extract will be in comma separated file (.csv) format and can be used for further analysis.

Data Fields	Description	Source Field on the Success Rates Dataset
UPIN	Provider number	L01
UKPRN	Provider UKPRN	L46
Learner_Reference	The provider's reference number for the learner (L03)	L03
ULN	Unique Learner Number	ULN
Learning_Aim_Reference	The learning aim reference (A09)	A09
Learning_Aim_Description	The description of the learning aim	Learning_Aim_Desc
Delivery_Location_Postcode	The delivery location postcode of the provider	A23
Qualification_Type	The type of qualification (as used in QSR report 9)	QualificationType
QCF_Size	The QCF Qualification Type categorisation used in the minimum standards reports	QCF_Size
Qualification_Level	The qualification levels reported against. The levels are: <ul style="list-style-type: none"> <li>• Level 1</li> <li>• Level 2</li> <li>• Level 3 A Level</li> <li>• Level 3 Non A Level</li> <li>• Level 4 or Higher</li> <li>• Level Unknown</li> </ul> Note: on the report 'Level Unknown' includes notional NVQ level codes of M, U and X	Derived from Notional_NVQ_Level_Code
Duration	Duration of the learning aim. Values can be: <ul style="list-style-type: none"> <li>• short (which are aims which last between 5-24 weeks)</li> <li>• long (which are aims that last more than 24 weeks).</li> </ul>	Shortdur
Sector_Subject_Area_Tier_1	The sector subject area in which the aim is being delivered	Description for SSA_Tier1_Code
Sector_Subject_Area_Tier_2	The sector subject sub-area in which the aim is being delivered	Description for SSA_Tier2_Code
Learning_Start_Date	Date on which the aim started	A27
Learning_Planned_End_Date	Date on which the aim was expected to be completed	A28
Learning_Actual_End_Date	Blank or date on which the learner finished the aim	A31
Actual_End_Year	Academic year in which the aim was finished	P_Actendyr
Expected_End_Year	Academic year in which the aim was expected to finish	P_Expendyr
Funded_Achiever	Set to 1 if a the aim is Skills Funding Agency / EFA funded and the qualification is achieved	P_Achieved_Funded
Funded_Completer	Set to 1 if the aim is Skills Funding Agency / EFA funded and completed. This is called a	P_Complete_Funded



Data Fields	Description	Source Field on the Success Rates Dataset
	Start on the minimum standards reports	
Funded	Set to 1 if the aim is Skills Funding Agency / EFA funded	P_Count_Funded
Start_Below_MS_Threshold	Set to 1 if the aim is part of a cohort of aims, for all ages, whose success rate is lower than the minimum standard threshold	Calculated, as described above

## Further Information and Help

23. The Data Service is responsible for producing the minimum standards reports in accordance with the approach to minimum standards which was developed by the Skills Funding Agency through collaborative working with the Department for Business, Innovation and Skills (BIS), the Department for Education (DfE), Ofsted and bodies representing colleges and training organisations. Information about minimum standards is available on the [Skills Funding Agency website](#).
24. Providers will find answers to most of their queries regarding the minimum standards reports in this guidance document, the [Skills Funding Agency website](#) or the [Rigour and Responsiveness](#) document.
25. If providers need further help, the Data Service will be pleased to receive queries regarding the minimum standards reports. However, when logging a query with the Data Service please provide a detailed explanation of the query being raised.
26. The Data Service can be contacted on 0870 267 0001 or email [servicedesk@thedataservice.org.uk](mailto:servicedesk@thedataservice.org.uk).

**Author** Skills Funding Agency  
**Date created** 25 October 2013  
**Version** 1.0