TECHNICAL NOTE FOR DELIVERY AGREEMENT INDICATORS AND BASELINE DATA

The purpose of this note is to:

- Clarify the basis for the baseline data we have supplied.
- Enable colleges to reproduce the figures using their own systems for monitoring purposes.
- Enable colleges to propose alternative definitions for indicators. These will be adopted where there is agreement between colleges on a preferred option.

Data are available centrally for most indicators but several that we would ideally like to include but for which data are not currently available. We are proposing that colleges generate baseline data for these indicators from their own systems (details below).

Each indicator is flagged as either a key indicator (target-bearing) or a secondary indicator that will be monitored and reviewed each year, as set out in following table.

TARGET-BEARING INDICATORS	SECONDARY INDICATORS (TO BE MONITORED)
Raising the bar on high level skills	
Higher level starts	Higher level achievement rate
More and better apprenticeships	
Apprenticeship starts	Overall achievement rate - apprenticeships
	Sustained positive destination rate – apprenticeships
Great education connected to business	
Proportion of full time courses with a work experience element	
% of employers who would recommend college to another employer (FE Choices)	
Building workforce skills and attracting talent	
Income from apprenticeships	
% of learners that would recommend the college/training organisation to their friends or family (FE Choices)	
Employability, accessing jobs and realising potential	
Sustained positive destination rate	Proportion of learners who live in a deprived neighbourhood
Sustained positive destination rate – Skills Provision (this is the closest available proxy to Adult Education Budget (AEB) provision - the indicator above covers all Skills Funding Agency (SFA) funded provision)	
Priority skills	
Proportion of total apprenticeship starts in priority skill subjects • Infrastructure / construction / allied skills • Engineering and manufacturing • Digital • Health and care.	Overall achievement rate – apprenticeships - for each priority subject area
Proportion of non-apprenticeship starts in priority skill subjects (subjects as above)	Overall achievement rate – education and training - for each priority subject area
Apprenticeship starts in each priority subject area	
Non-apprenticeship starts in each priority subject area	

Raising the bar on high level skills

Higher level (Level 4+) starts (key indicator)

Definition of indicator	Number of starts on Level 4+ learning aims by adult learners resident in Leeds City Region. The unit employed is learning aim rather than distinct learner.
Source	SFA local data cube, which is based on data from Individualised Learner Record (ILR)
Period	2015/16 academic year (final data)
Filters applied	Limited to: • Learners with a Leeds City Region postcode • Learners aged 19+
Comments	Higher Education (HE) data is requested via the ILR by the Higher Education Funding Council for England (HEFCE) and the Higher Education Statistics Agency (HESA). However, ILR specification indicates that institutions are not required to provide details of learners subcontracted in from an Higher Education Institutions (HEI), so these may have been omitted from ILR by some institutions.

Higher level (Level 4+) achievement rate (secondary indicator)
Results from SFA's national achievement rate dataset only cover SFA-funded higher level enrolments. These account for only a small proportion of total higher level achievements in colleges. This gives an incomplete picture of college performance.

In view of this, we propose **that colleges provide their own data** on higher level achievement rates for monitoring purposes. To ensure a consistent approach we suggest that colleges apply the methodology used by SFA to calculate overall achievement rates in the national achievement rate dataset to all higher level provision delivered by the college.

More and better apprenticeships

Apprenticeship starts (key indicator)

Definition of indicator	Number of starts on apprenticeship programme by learners aged 16+ resident in Leeds City Region. The unit employed is learning aim rather than distinct learner.
Source	SFA local data cube, which is based on data from ILR
Period	2015/16 academic year (final data)
Filters applied	Limited to: • Learners with a Leeds City Region postcode
Comments	No age filter is applied to calculation of this indicator; i.e. covers apprentices aged 16+.

Overall achievement rate – apprenticeships (secondary indicator)

Definition of indicator	The achievement rate measures the percentage of apprenticeship frameworks achieved against the overall number of apprenticeship frameworks completed. The **overall** achievement rate calculation measures the number of apprenticeship frameworks that are achieved at any time. This method is based on the hybrid end date of a learning aim / framework, which is defined as the later of the planned or actual end date.
Source	National achievement rate tables

	Using this specific table: 2014 to 2015 national achievement rate (NART) apprenticeship overall institution headline
Period	2014/15 academic year
Filters applied to excel sheet	• Age = All age • Apprenticeship level = All • Apprenticeship type = All levels • Institution is selected
Comments	

Great education connected to business

<u>Proportion of full time courses with a work experience element</u>
This indicator measures the proportion of all technical and vocational courses that lead to a full qualification at Level 2 or 3 which have a work experience element. There are no data available centrally to provide measurement against this indicator. Baseline data are taken from the internal management information of individual colleges.

<u>Employer satisfaction (% of employers who would recommend college to another employer) (key indicator)</u>

Definition of indicator	The Employer Satisfaction Performance Indicator is a score derived from a survey that captures employers' perceptions of the quality of the learning provided and the responsiveness of colleges and training organisations to the employers' needs. An employer is eligible for the survey if they receive publicly funded training. The Employer Satisfaction score is the percentage of respondents that would recommend the college/training organisation to another employer (who gave a response of eight or higher out of 10 to this question). The latest survey was undertaken between April and July 2016 and was based on views relating to training in the 2015/16 academic year.
Source	FE Choices
Period	2015-16
Filters applied	• In Table 3 of excel workbook (By provider) data are filtered by relevant provider name and by year.
Comments	• The England figure is the national median score for General Further Education (FE) Colleges including tertiary sector, which can be found in Table 2 of the workbook.
Plans to enhance / revise	Figures to be updated as they become available.

Building workforce skills and attracting talent

<u>Income from apprenticeships</u>
This indicator measures the total value of apprenticeship-related income from the Education and Skills Funding Agency (ESFA). In future, the total figure will take into account income from the apprenticeship levy, reflecting the changes to funding system brought about by the apprenticeship reforms.

The rationale for this indicator is that delivery of apprenticeships invariably involves close working between employers and providers. Therefore the level of income generated as a result of this relationship can be seen as a key measure of the extent to which providers are engaging with employers on workforce development. The source of data for this indicator is the financial information systems of individual colleges, based on information communicated to them from the ESFA.

Learner satisfaction (% of learners that would recommend the college/training organisation to their friends or family)

Definition of indicator	The Learner Satisfaction survey captures learners' experiences of their college or training organisation through a series of questions ranging from 'How satisfied or dissatisfied are you with the teaching on your course?' through to ''How likely is it that you would recommend the college to friends or family?'.
	The survey applies to the following learners:
	• 19+ programmes funded by the Adult Skills Budget. This includes Classroom based learning, apprenticeships, and Work-place learning (WPL) but excludes Community Learning and Discretionary Support; and
	• 16-18 learners.
	The Learner Satisfaction score is the percentage of respondents that would recommend the college/training organisation to their friends or family. The latest survey was undertaken between November 2015 and April 2016 and was based on views relating to training in the 2015/16 academic year.
Source	FE Choices
Period	2015-16
Filters applied	• In Table 3 of excel workbook (By provider) data are filtered by relevant provider name and by year.
Comments	• The England figure is the national median score for General FE Colleges including tertiary sector, which can be found in Table 2 of the workbook.
Plans to enhance / revise	Figures to be updated as they become available.

Employability, accessing jobs and realising potential

Sustained positive destination rate (key indicator)

Definition of indicator	The sustained positive destination measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning.
	• Sustained employment - learners must have completed a self-assessed return for tax year 2014/15 or be in paid PAYE employment in five out of six months between October and March in the following academic year.
	• Sustained learning – learners must be learning in all six months between October and March in the following academic year.
	Outcomes are reported on a learner, rather than learning aim basis. Where a learner completes more than one aim in the academic year, outcomes are reported against their highest level completed aim.
	The data cover all adult learners that completed an eligible FE learning aim in the 2013/14 academic year and were funded by the Skills Funding Agency through the Adult Education Budget. This includes adult (19+) Apprenticeships.
	The measures do not cover Adult Community Learners, Education Funding Agency learners, 16-18 year old Apprenticeships or learners funded through the Offenders' Learning and Skills Service (OLASS). Adult Traineeships learners will be included in future data releases.
	The data relate to the standard destination measure rather than the historic PAYE-only outcome measures.
Source	Adult further education: outcome-based success measures tables 2013/14

	Summary tables – see Table 3
Period	Data relate to learners who left during 2013/14 academic year
Filter	• Filter on relevant provider name.
Comments	• Changes in destination rates at provider level are influenced by factors such as the type of provision offered and the clientele that providers work with. These factors should be taken into account to understand that a low rate does not necessarily equate to poor performance. • The England average figure is the total national figure (see Table 1 of Summary Tables).
Plans to enhance / revise	Figures to be updated as they become available.

Sustained positive destination rate – Skills Provision (key indicator)

Definition of indicator	The sustained positive destination measure shows the proportion of all adult learners who progress to a sustained destination into learning or employment (or both) following completion of their FE learning. This indicator relates to destinations from Skills Provision (rather than apprenticeships). This indicator has been chosen because it provides the closest available proxy to AEB provision - the previous indicator covers all SFA funded provision See previous indicator for other details relating to definition of this indicator.
Source	Adult further education: outcome-based success measures tables 2013/14 Summary tables – see Table 5
Period	Data relate to learners who left during 2013/14 academic year
Filter	• Filter on relevant provider name. • Breakdown: Provision = skills
Comments	• Changes in destination rates at provider level are influenced by factors such as the type of provision offered and the clientele that providers work with. These factors should be taken into account to understand that a low rate does not necessarily equate to poor performance. • The England average figure is the national figure for Skills Provision (see Table 1 of Summary Tables).
Plans to enhance / revise	Figures to be updated as they become available.

Proportion of learners who live in a deprived neighbourhood (secondary indicator)

Definition of indicator	Proportion of total learners aged 19+ whose home postcode falls within 10% most deprived neighbourhoods in England i.e. Index of Multiple Deprivation Decile = 1. It is proposed that the data should be provided for distinct learners rather than for aims.
Source	These data are not currently available from the local data cube but we anticipate that colleges will be tracking this indicator for funding reasons and can therefore provide it themselves. A postcode lookup for deprived areas is available here
Period	2015/16 academic year
Filter	• Age at start of programme = 19 years or over
Comments	
Plans to enhance / revise	We anticipate that data should become available in future from the local data cube. Failing this, we will request that colleges supply their own data.

Priority skills

Proportion of total apprenticeship starts in priority skill subjects (key indicator)

Definition of indicator	Percentage of total apprenticeship programme starts during the academic year that fell within the following sector subject areas:		
	Infrastructure / construction and allied skills	Construction, Planning and the Built Environment	
	Engineering and manufacturing	Engineering and Manufacturing Technologies	
	Digital	06.1 - ICT Practitioners	
	Health and care	01.1 - Medicine and Dentistry	
		01.2 - Nursing and Subjects and Vocations Allied to Medicine	
		01.3 - Health and Social Care	
	The unit employed is apprenticeship start rather than distinct learner. The indicator is calculated by dividing the sum of apprenticeship starts in priority areas by total apprenticeship starts (see above).		
Source	SFA local data cube, which is based on data from ILR.		
Period	2015/16 academic year (final data)		
Filter	Limited to: • Apprentices with a Leeds City Region postcode • Apprentices aged 16+		
Comments	This percentage needs to conform with sum of apprenticeship starts in each priority skill area (see indicators below) and total apprenticeship starts (see above).		

Proportion of total non-apprenticeship starts in priority skill subjects (key indicator)

Definition of indicator	Percentage of total starts by learners aged 19+ during the academic year that fell within the following sector subject areas:

Infrastructure / construction and allied skills	Construction, Planning and the Built Environment
Engineering and manufacturing	Engineering and Manufacturing Technologies
Digital	06.1 - ICT Practitioners
Health and care	01.1 - Medicine and Dentistry
	01.2 - Nursing and Subjects and Vocations Allied to Medicine
	01.3 - Health and Social Care

The unit employed is learning aim rather than distinct learner.

The calculation takes into account the following programme strands:
- Education and training
- Community learning
- Traineeship component
- Workplace learning

The indicator is calculated by dividing the sum of starts in priority areas by total starts.

Source	SFA local data cube, which is based on data from ILR.
Period	2015/16 academic year (final data)
Filter	Limited to: • Learners with a Leeds City Region postcode • Learners aged 19+ in non-apprenticeship provision
Comments	
Plans to enhance / revise	We will switch to a count of distinct learners rather than starts when this becomes available via the data cube.

Apprenticeship starts in each priority subject area (key indicator)

Definition of indicator	Number of starts on apprenticeship programme by learners aged 16+ resident in Leeds City Region.
	The unit employed is apprenticeship start rather than distinct learner.
	Separate figures for each of the following priority areas, defined in terms of sector subject areas:

Infrastructure / construction and allied skills	Construction, Planning and the Built Environment
Engineering and manufacturing	Engineering and Manufacturing Technologies
Digital	06.1 - ICT Practitioners
Health and care	01.1 - Medicine and Dentistry
	01.2 - Nursing and Subjects and Vocations Allied to Medicine
	01.3 - Health and Social Care

Source	SFA local data cube, which is based on data from ILR
Period	2015/16 academic year (final data)
Filters applied	Limited to:
	• Apprentices with a Leeds City Region postcode
	• Apprentices aged 16+.
Comments	

Non-apprenticeship starts in each priority subject area (key indicator)

Definition of indicator	Number of starts on non-apprenticeship programmes by learners aged 19+ resident in Leeds City Region.
	The unit employed is learning aim rather than distinct learner.
	The calculation takes into account the following programme strands: • Education and training • Community learning • Traineeship component • Workplace learning
	Separate figures for each of the following priority areas, defined in terms of sector subject areas:
	<table><tr><td>Infrastructure / construction and allied skills</td><td>Construction, Planning and the Built Environment</td></tr><tr><td rowspan="2">Engineering and manufacturing</td><td>Engineering and Manufacturing Technologies</td></tr><tr><td></td></tr><tr><td>Digital</td><td>06.1 - ICT Practitioners</td></tr><tr><td rowspan="3">Health and care</td><td>01.1 - Medicine and Dentistry</td></tr><tr><td>01.2 - Nursing and Subjects and Vocations Allied to Medicine</td></tr><tr><td>01.3 - Health and Social Care</td></tr></table>
Source	SFA local data cube, which is based on data from ILR
Period	2015/16 academic year (final data)
Filters applied	Limited to: • Learners with a Leeds City Region postcode • Learners aged 19+.
Plans to enhance / revise	We will switch to a count of distinct learners rather than starts when this becomes available via the data cube.

Overall achievement rate –apprenticeships - for each priority subject area (secondary indicator)

Definition of indicator	For apprenticeships the achievement rate measures the percentage of apprenticeship frameworks achieved against the overall number of apprenticeship frameworks completed. The **overall** achievement rate calculation measures the number of apprenticeship frameworks that are achieved at any time. This method is based on the hybrid end date of a learning aim / framework, which is defined as the later of the planned or actual end date. Separate figures are calculated for each of the following sector subject areas:

Infrastructure / construction and allied skills	Construction, Planning and the Built Environment
Engineering and manufacturing	Engineering and Manufacturing Technologies
Digital	06.1 - ICT Practitioners
Health and care	01.1 - Medicine and Dentistry
Health and care	01.2 - Nursing and Subjects and Vocations Allied to Medicine
Health and care	01.3 - Health and Social Care

Source	National achievement rate tables Using this specific table: 2014 to 2015 NART apprenticeship overall institution sector subject area
Period	2014/15 academic year
Filters applied	• Hybrid end year = 14/15 • Age = All age • Apprenticeship Level = All • Apprenticeship Type = All levels • Sector subject area = see table above
Comments	

Overall achievement rate – education and training - for each priority subject area

Definition of indicator	For education and training, the overall qualification achievement rate measures the percentage of learning aims achieved against the overall number of learning aims completed. The **overall** achievement rate calculation measures the number of learning aims that are achieved at any time. This method is based on the hybrid end date of a learning aim, which is defined as the later of the planned or actual end date. Separate figures are calculated for each of the following sector subject areas: <table><tr><td>Infrastructure / construction and allied skills</td><td>Construction, Planning and the Built Environment</td></tr><tr><td>Engineering and manufacturing</td><td>Engineering and Manufacturing Technologies</td></tr><tr><td>Digital</td><td>Information and Communication Technology</td></tr><tr><td>Health and care</td><td>Health, Public Services and Care</td></tr></table>
Source	National achievement rate tables Using this specific table: 2014 to 2015 NART education and training overall institution sector subject area
Period	2014/15 academic year
Filters applied	• Hybrid end year = 14/15 • Age = All age • Sector subject area = see table above
Comments	Education and training achievement rates are only available to Tier 1 of sector subject area classification from the published data. This means that for digital we are limited to achievement rates that include ICT users as well as practitioners whilst for health and social care the achievement rate refers to the broad subject area of Health, Public Services and Care.