Framework for Excellence (FfE)
Using the Provider Modelling Tool

November 2008
# Table of Contents

Overview of the Modelling Tool .................................................................................................. 4
System Requirements ................................................................................................................ 5
Using the Modelling Tool ......................................................................................................... 6
Accessing the Modelling Tool ................................................................................................. 7
The Interface .............................................................................................................................. 8
Viewing Existing Data............................................................................................................... 11
Creating Additional Data Runs ................................................................................................. 12
Saving Data .............................................................................................................................. 13
Printing Run Details .................................................................................................................. 14
Running a Comparison Report ................................................................................................. 15
Exiting the Modelling Tool ........................................................................................................ 17
Framework for Excellence ........................................................................................................ 18
Structure of the Framework ...................................................................................................... 19
Responsiveness Dimension ..................................................................................................... 20
Responsiveness to Learners KPA ............................................................................................ 21
Responsiveness to Employers KPA ......................................................................................... 22
Effectiveness Dimension .......................................................................................................... 23
Quality of Provision KPA .......................................................................................................... 24
Quality of Outcomes KPA ......................................................................................................... 25
Finance Dimension ................................................................................................................... 26
Financial Health KPA ............................................................................................................... 27
Financial Management and Control KPA .................................................................................. 28
Financial Use of Resources KPA .............................................................................................. 29
Rules for Combining Framework Results ................................................................................. 31
Entering Data ........................................................................................................................... 34
Summary View ........................................................................................................................ 35
Entering Data - Responsiveness Dimension Learner Views .................................................... 37
Learner Destinations ................................................................................................................ 39
Employer Views ....................................................................................................................... 40
Amount of Training .................................................................................................................. 42
Training Quality Standard Accreditation ................................................................................ 44
Entering Data - Effectiveness Dimension Qualification Success Rate ..................................... 46
Inspection Grade ....................................................................................................................... 48
Entering Data - Finance Dimension Financial Health .............................................................. 49
Financial Management and Control.......................................................................................... 52
UoR1 - Proportion of LSC funding applied to Priority Provision ........................................... 54
UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value.............................. 56
UoR3 - LSC Funding per Successful Outcome......................................................................... 58
UoR4 - Comparative Operating Costs per Weighted Standard Learner Number (WSLN)........ 61
UoR5 - Capital.......................................................................................................................... 64
About this Online Help.............................................................................................................. 66
Frequently Asked Questions (FAQs)....................................................................................... 68
Overview of the Modelling Tool

The FfE Provider Modelling Tool, referred to in these pages as the 'Modelling Tool', has been designed to support providers in assessing their own performance against the See "Framework for Excellence" on page 18.

The Modelling Tool aims to help providers develop their understanding of how the Framework will work, and how planned quality improvements might impact their overall assessment.

The Modelling Tool is a stand-alone system developed in Microsoft Excel, which will calculate a provider's score for each Performance Measure (PM), Performance Indicator (PI), Key Performance Area (KPA) and Dimension, as well as their Overall Performance Rating (OPR).

Providers are required to input a range of financial, funding and performance data from sources such as Individualised Learner Records (ILRs), funding allocation documents such as the Summary Statement of Activity (SSoA), and a range of reports produced by organisations such as the LSC and Ofsted.

Providers should use 2007/08 data unless otherwise directed. For example, the Learner Destinations Performance Measure will require information from 2007/08 and 2006/07. In some instances, providers may have to use estimates based on older data when 2007/2008 data is not yet available.

Important:
The LSC have provided this model solely to providers to assist providers (and no-one else) to understand the FfE calculations. The indicative values that this model will produce should not be used as a representation of what the formal FfE assessment will produce. The results provided by the model are based on estimates in some of the indicator calculations and may differ from those provided by the formal FfE assessment which is based on actual population data.
System Requirements

To run the FfE Provider Modelling Tool, users need access to a PC or laptop with the following minimum system requirements and a copy of Microsoft Excel v9.0 (Office 2000) through to v11.0 (Office 2003).

<table>
<thead>
<tr>
<th>Component</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer and Processor</td>
<td>Personal Computer with an Intel Pentium 233-MHz or faster processor (Pentium III recommended).</td>
</tr>
<tr>
<td>Memory</td>
<td>128 megabytes (MB) of RAM or greater.</td>
</tr>
<tr>
<td>Hard Disk</td>
<td>1 MB of available hard-disk space.</td>
</tr>
<tr>
<td>Drive</td>
<td>CD-ROM or DVD Drive.</td>
</tr>
<tr>
<td>Display</td>
<td>Super VGA (800 x 600) or higher-resolution monitor.</td>
</tr>
<tr>
<td>Operating System</td>
<td>Microsoft Windows 2000 with Service Pack 3 (SP3), Windows XP or later.</td>
</tr>
</tbody>
</table>
Using the Modelling Tool
When using the FfE Provider Modelling Tool users need to consider the following points:

Excel 2007
The Modelling Tool will NOT run in an environment where Excel 2007 is installed. It has to be a pc where ONLY Excel 2003 or lower are installed.

Dedicated Instance of Microsoft Excel
The Modelling Tool should be always run its own session, as many of Excel’s standard functions have been deactivated. To view another spreadsheet, users should open another instance of Microsoft Excel.

Storage of The Modelling Tool
Providers are responsible for ensuring that all copies of the Modelling Tool are stored accordance with their own security and data protection policy.

Copy, Cut and Paste
Copy, Cut and Paste have been deactivated to help maintain the integrity of the Modelling Tool.
Accessing the Modelling Tool

To access the FfE Provider Modelling Tool:

1. Open Windows Explorer and locate the Modelling Tool downloaded from the Framework for Excellence website.

2. Double click on the file to open it. The FfE Provider Modelling Tool dialogue box is displayed. Click on the **Yes** button to continue.

3. The Provider Information dialogue box is displayed. Note: If using Excel 9.0 (Office 2000), users may be warned that the file contains Macros. If this is the case, click on the **Enable Macros** button.

4. Enter the name of your organisation into the **Provider Name** field and then click on the **OK** button. The Run Description dialogue box appears. Note: Users will only be asked to enter their organisation's name upon opening the original (downloaded) version of the Modelling Tool.

5. Enter a description for your first modelling session (run) in the **Run Description** dialogue box and then click on the **OK** button. The description will help you differentiate between runs in the printing and comparison process. The Save As dialogue box is displayed.

6. Select an appropriate directory to which to save the tool, choosing to change or accept the default name offered (the file name is automatically versioned up to ensure that the original is not replaced) and click on the **Save** button. If you choose to save the spreadsheet in a different directory it is important that you also place a copy of the help file in the same location, otherwise you will not be able to launch the help function from within the Modelling Tool.

7. The Summary View is displayed detailing the name of the 'Run' at the top of the screen, the Provider's Name, OPR (Overall Performance Rating) Score, Additional Performance Points and OPR Grade. In addition, users can view scores or grades achieved for each Performance Measure (PM), Performance Indicator (PI), the Standardised Performance Measure (SPM) Score used to determine the Key Performance Area (KPA) grade, as well as KPA and Dimension grades. From this view, users also have the ability to override elements of the Framework and apply exemptions. Click [here](#) to view further details on the Summary View.
The Interface

Users will notice that the FfE Provider Modelling Tool has only one tool bar at the top of the page and that all of Excel's standard tool bars have been deactivated.

Click on the arrows below to view more information relating to the options available on the tool bar, how to navigate between different areas of the tool and the display of information.

The Tool Bar

The Tool Bar at the top of the page has been customised specifically for the Modelling Tool, from which the following functions can be accessed:

<table>
<thead>
<tr>
<th>Function</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select PM View</td>
<td>Select PM View - Drop down menu used to navigate to a particular performance measure or back to the Summary View.</td>
</tr>
<tr>
<td>Save</td>
<td>Save - Used to save a copy of the modelling tool with associated run data.</td>
</tr>
<tr>
<td>New Run</td>
<td>New Run - Creates a blank worksheet, enabling users to run different data scenarios through the model to compare outcomes.</td>
</tr>
<tr>
<td>Copy Run</td>
<td>Copy Run - Used to copy the data from a previous run into a new one. Users can then amend data in specific areas rather than having to populate the whole worksheet again from blank.</td>
</tr>
<tr>
<td>Print Run</td>
<td>Print Run - Prints all of the data stored in the selected run on a view by view basis.</td>
</tr>
<tr>
<td>Print Summary</td>
<td>Print Summary - Prints the Summary View of the selected run.</td>
</tr>
<tr>
<td>Run Comparisons</td>
<td>Run Comparisons - Produces a report comparing the results of up to 3 different runs selected by the user.</td>
</tr>
<tr>
<td>Print Comparisons</td>
<td>Print Comparisons - Prints the Comparison Report.</td>
</tr>
<tr>
<td>View Formula</td>
<td>View Formula - Click on this button to view the formula used in a selected calculation field.</td>
</tr>
<tr>
<td>FfE PMT Help</td>
<td>FfE PMT Help - Click here to view relevant help. However, users should note that the Help file (downloaded from the Framework for Excellence website with the Modelling Tool), has to be saved in the same location as the copy of the spreadsheet it is being launched from.</td>
</tr>
</tbody>
</table>
Worksheet Tabs
At the bottom of the screen, users will notice a collection of Worksheet Tabs labelled Run_1, Run_2 etc. Users can click on these to view each run saved during a previous or the current session. Even upon saving, these tabs will always be labelled as 'Runs' and will not display the Run Description as entered during the creation process.

Users will also notice a Tab labelled 'ZData'. This is a read only area that displays the look up tables referenced by the calculations used to determine PM, PI, KPA and Dimension scores and / or grades. It should be noted that a number of the performance assessment criteria look up tables have been manipulated to support their use in Excel model. Whilst some of these differ from the values described in the FfE Guidance Notes (Sept 08), and in particular the use of decimal places. These changes will not adversely affect the calculation process. Please note other than this help file entry there are no specific help files associated with this worksheet.

Summary View
The Summary View is displayed when a user first launches the tool. From here users can view scores and / or grades relating to different parts of the Framework and access further details.

Likewise, users can return to this 'anchor point' from any other area of the Modelling Tool by clicking on the 'Summary View' link on the top right hand side of a view or by selecting 'Summary' from the PM View drop down menu on the tool bar at the top of the screen.

Overriding PMs
From the Summary View, users can also 'Override' performance measure scores to see the impact specific measures have on related scores and grades. To enforce an override, simply enter an alternative score in the Override column next to the performance measure concerned. The PI grade is updated accordingly.
Exemptions

Exemptions can also be applied against relevant areas of the Framework from within the Summary View. To apply an exemption, enter an 0 (zero) into the Override column next to the relevant performance measure or, if available, select 'Exempt' from the drop down menu in the cell. Tab or click into another cell and the PI column shown in the example below is updated and displays the word 'Exempt'. Note: Users have the ability to apply exemptions to any of the measures in the Modelling Tool. However, exemptions do NOT apply to all of the performance measures used in the Framework. Providers are advised to note those areas of the Framework for which exemptions are permitted, and to apply these only where valid.

Cell Types

Three different Cell Types can be found in the Modelling Tool:

<table>
<thead>
<tr>
<th>Cell Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Yellow - Heading or descriptive text.</td>
</tr>
<tr>
<td>Data Input</td>
<td>White - Users enter key data for use in calculations and comments.</td>
</tr>
<tr>
<td>Calculated</td>
<td>Blue - Displays calculated values based on the user's data entry.</td>
</tr>
</tbody>
</table>
Viewing Existing Data

Users can save multiple copies of the Modelling Tool.

To view an existing copy of the Modelling Tool:

1. Locate the saved copy of the Modelling Tool in Windows Explorer.
2. Double click on the saved copy to open it. The Save As dialogue box is displayed.
3. To save the Modelling Tool with the same name, click on the Save button and then the Yes button to confirm the replacement of the existing file. Alternatively, select another location and / or amend the file name and click on the Save button. If multiple runs are stored within the copy, the last run viewed will be displayed.

Viewing Existing Run Data

To view a previous data run:

1. Follow Steps 1 - 3 above as appropriate.
2. Click on the data Run Tab you want to view at the bottom of the page e.g. Run_1, Run_2, Run_3 etc. The Summary page is displayed. Check the Run Description printed at the top of the screen to ensure that you have selected the correct one.
3. Click on a performance measure to view more detail (cells with blue text) or select an item from the Select PM drop down menu on the tool bar at the top of the screen.
Creating Additional Data Runs

The FfE Provider Modelling Tool has been developed to help providers in their understanding of the Framework’s assessment criteria and the impact on a provider’s overall score. To facilitate this, providers are encouraged to run different data scenarios through the model to see how improvements in some areas might affect their overall score.

To create an additional data run:

1. Access the Modelling Tool and click on the New Run button on the tool bar at the top of the screen.
2. Enter a description of the new data run into the Run Description dialogue box and click on the OK button. This description will help you differentiate between runs in the comparison process. A new worksheet is created and an additional tab appears at the bottom of the screen with the next available run number e.g. Run_2.
3. Add data, save and / or print as required.

Copy Run

Users also have the ability to copy the information from one run to another. This saves the user time if they only want to change a few details, but keep the results of a previous run.

To copy data from an existing data run:

1. Access a copy of the Modelling Tool with previous data runs.
2. click on the Run_Tab of the run you want to copy at the bottom of the screen.
3. Click on the Copy Run button on the tool bar at the top of the screen. The Run Description dialogue box is displayed.
4. Enter a description for the new run and click on the OK button.
5. A new worksheet is created. The worksheet is assigned the next available run number and contains a copy of the data for the run selected in Step 2.
6. Edit the data in the new run as required.
Saving Data

Users are prompted to save the Modelling Tool upon opening.

When opening the original copy downloaded from the Framework for Excellence website, the user is prompted to save the spreadsheet, and the tool automatically versions up the file name to ensure that the original is not replaced.

When opening a saved copy of the Modelling Tool, the Save As dialogue box is displayed, but the user can select to use the existing details or change the location and / or file name as required.

Updates

To save any updates to the copy of the Modelling Tool you are working on:

1. Click on the Save button on the tool bar at the top of the screen. The spreadsheet is updated.
**Printing Run Details**

Users can select to print all run data or the Summary View only.

**Print Run**

To print all of the data stored for a particular run:

1. Access the required copy of the Modelling Tool.
2. Click on the **Run_Tab** at the bottom of the screen for the run you want to print the details for.
3. Click on the **Print Run** button on the tool bar at the top of the screen. The details appear in print preview mode.
4. Click on the **Next** button on the tool bar at the top of the screen to access the different details relating to each performance measure. Note: The Summary View page appears on the last page.
5. Click on the **Print** button on the tool bar at the top of the screen and the details are sent to the PCs default printer.

**Print Summary**

To print the Summary View only:

1. Access the required copy of the Modelling Tool.
2. Click on the **Run_Tab** at the bottom of the screen for the run you want to print the summary details for.
3. Click on the **Print Summary** button on the tool bar at the top of the screen. The Summary View appears in print preview mode.
4. Click on the **Print** button on the tool bar at the top of the screen. The Summary View page is sent to the PCs default printer.
Running a Comparison Report

This function has been designed to enable providers to compare the results of up to three different data runs by printing them side by side. However, to use this function a minimum of three runs must be available for selection.

Users can select up to three runs stored within the copy of the Modelling Tool being used.

To run a Comparison Report:

1. Access a copy of the Modelling Tool.
2. Create multiple data runs for comparison purposes as required. A minimum of three data runs must exist in the copy of the Modelling Tool being used.
3. Click on the Run Comparisons button on the tool bar at the top of the screen. The Compare Runs dialogue box is displayed.
4. Click on up to three runs to appear in the report and click on the OK button. The Summary details of the selected runs appear side by side in print preview mode.
5. Notice that a Comparison Tab appears at the bottom of the page. This will always show the details as at the time you ran the last Comparison report. To refresh this with modified data or data from different runs, click on the Run Comparisons button at the top of the screen and repeat the process.

6. To print the report, click on the **Print Comparisons** button on the tool bar at the top of the screen. The print dialogue box is displayed.

7. Click on the **Print** button on the tool bar at the top of the screen and the Comparison Report is sent to the PCs default printer.

8. Click on another Tab at the bottom of the screen to work on or copy a particular run, click on the New Run button on the Tool bar at the top of the screen to create a new run with no data, or Save and Exit the model. Note: that the Comparison Tab will remain at the bottom of the page with the runs selected. To refresh this with modified data or data from different runs, click on the Run Comparisons button at the top of the screen and repeat the process.
Exiting the Modelling Tool

To exit the Modelling Tool:

1. Click on the **Close** icon (red cross) on the top right hand side of the screen. If you haven't saved your changes you will be prompted to do so.

2. Click on **Yes** to save (the file is automatically saved using the existing file name and location), **No** to exit without saving, or **Cancel** to abandon the process.
Framework for Excellence

The Framework for Excellence (the Framework) is the Government's new performance-assessment framework for colleges and providers. It is formed from a small, core set of verifiable indicators that give an overall picture of performance for all providers. These indicators are combined in a clear, transparent way to provide an overall performance rating for each provider. The Framework will therefore provide an independent, quantitative assessment of the performance of individual providers and of the whole sector, which will enable it to demonstrate that it is rigorously and effectively self-regulating.

It also provides colleges and training providers with a consistent set of measures on which to base continual improvements in the quality and responsiveness of their learning provision, and it is hoped in the future will give learners and employers with objective criteria to help them make informed decisions in their provider selection process.

The LSC have produced two main documents outlining the framework in detail, both of which can be accessed from the Framework for Excellence website.

Structure of the Framework

The Framework consists of three Dimensions: Responsiveness, Effectiveness and Finance. Each Dimension consists of two or three Key Performance Areas (KPAs).

Performance in these areas is assessed through a number of Performance Indicators (PIs), which are derived from performance measures (drawn from appropriate sources) combined with appropriate assessment criteria (which specify the standards for each indicator).

Performance Indicator scores are then combined to produce a grade for each Key Performance Area, Dimension and an overall grade in the form of an Overall Performance Rating (OPR).

1 Outstanding, Good, Satisfactory, Inadequate
Responsiveness Dimension
The Responsiveness Dimension of the Framework consists of two Key Performance Areas (KPAs):

- Responsiveness to Learners
- Responsiveness to Employers or TQS

Dimension Grade
The Responsiveness Dimension grade is derived from an average of the Responsiveness to Learners and Responsiveness to Employers KPA scores.

2 - consisting of two Performance Indicators incorporating the results of a survey of learners' views; and learner destinations.

3 - consisting of two Performance Indicators measuring the quality of employer experience through the survey of employers' views; and the quantity of training delivered, measured by the Amount of Training Performance Indicator.
Responsiveness to Learners KPA

The Responsiveness to Learners KPA consists of two Performance Indicators using the results of a survey of learner views and a survey of learner destinations.

Learner Views

This performance indicator uses the results of a Learner Views survey designed to capture learners’ perceptions on the information, advice and guidance received from their provider, the quality of teaching and learning on their programme, their overall satisfaction with their learning experience, their satisfaction with the level of support available and whether they have been treated fairly and with respect. Learners also have the opportunity to give feedback on how their provider could improve and whether their provider is responsive to their views. Further details on the survey can be found on the LSC’s website.

Learner Destinations

The Learner Destinations Performance Indicator aims to measure the proportion of priority learners completing an LSC-funded programme in one academic year and progressing in the next academic year to one of five destinations.

Providers should enter data based on their own understanding of their learners movements for the 2006/07 and 2007/08 academic years to get an idea of the impact this will have on the Responsiveness to Learners KPA, Responsiveness Dimension and their Overall Performance Rating grades.

KPA Grade

The Responsiveness to Learners KPA grade is based on an average of the Learner Views and Learning Destinations PI Scores, which are converted to a common scale.

See Entering Data:

See "Learner Views" on page 37
See "Learner Destinations" on page 39

---

4 All learners aged 16-18; All learners on Apprenticeships and Advanced Apprenticeships; All learners on Train to Gain Programmes; All learners on target-bearing Skills for Life Programmes; All adults on programmes contributing to a full level 2 or level 3 qualification as flagged on the ILR; and learners with learning difficulties and / or disabilities (at the discretion of providers).

5 All learners aged 16-18; All learners on Apprenticeships and Advanced Apprenticeships; All learners on Train to Gain Programmes; All learners on target-bearing Skills for Life Programmes; All adults on programmes contributing to a full level 2 or level 3 qualification, as flagged on the ILR.

6 Enrolled in priority learning with the same level of highest learning aim; Progressed to learning with a higher level of highest learning aim; Remained in employment or self-employment with improved job security or enhanced career prospects; 4 - Entered employment or self-employment, having been in learning prior to the destination year where the completion year's learning had an impact; Entered employment, self-employment or training having previously been outside of the labour market.
Responsiveness to Employers KPA

The Responsiveness to Employers KPA is applicable only to those Framework for Excellence providers that are contracted by the LSC to deliver training to employers. It aims to measure the quality of employer experience and the quantity of training delivered to employers through two separate Performance Indicators.

Employer Views

The Employer Views Performance Indicator measures each employer's views of its provider's responsiveness to it. Providers are required to ask the employers who have had any publicly funded training from them during 2007/08 to participate in the Employers' Views Survey, full details of which can be found on the Framework for Excellence website.

Amount of Training

The Amount of Training Performance Indicator is based on the amount of training that is delivered by providers, with particular emphasis on rewarding strong performance in key areas such as Train to Gain and Apprenticeships. The volume of learners on these key programmes, weighted by provider size is used to calculate the score for this indicator.

Providers can enter data based on their own 2006/07 and 2007/08 records to get an idea of the impact this will have on the Responsiveness to Employers KPA, Responsiveness Dimension and their Overall Performance Rating grades.

Training Quality Standard (TQS)

The Training Quality Standard (TQS) is applicable to all providers (LSC funded or not) as a mark of excellence in employer responsiveness. Providers who achieve the TQS will automatically be rated 'Outstanding' across the Responsiveness to Employers KPA for the period for which the TQS is awarded.

KPA Grade

The Responsiveness to Employers KPA grade is based on an average of the Employer Views Survey and Amount of Training PI scores, following conversion to a common scale.

However, providers in possession of the Training Quality Standard (TQS) accreditation at the end of August 2008 will automatically be awarded a grade of 'Outstanding' for the Responsiveness to Employers KPA in May 2009. Access the Training Quality Standard website to view an up-to-date list of providers meeting this standard.

See Entering Data:

See "Employer Views " on page 40

See "Amount of Training" on page 42
Effectiveness Dimension

The Effectiveness Dimension consists of two Key Performance Areas:

- Quality of Outcomes\(^7\)
- Quality of Provision\(^8\)

Dimension Grade

The Effectiveness Dimension grade is based on an average of the Quality of Outcomes and Quality of Provision KPA scores.

\(^7\) - focusing on Qualification Success Rate.
\(^8\) - using Ofsted's Overall Effectiveness Grade from the provider's latest inspection.
Quality of Provision KPA

The Quality of Provision KPA consists of one Performance Indicator, which uses Ofsted’s latest Inspection Grade.

Inspection Grade

The Inspection Grade Performance Indicator uses Ofsted’s Overall Effectiveness Grade from its latest inspection, or the Leadership and Management Grade, if the provider’s last inspection was before April 2005.

During an inspection, Ofsted’s inspectors are required to assess the effectiveness and efficiency of the provider in meeting its learners’ needs. In particular, inspectors look to evaluate:

- the overall effectiveness of the provider’s provision, including any extended services, and the main strengths and weaknesses of these;
- the provider’s capacity to make further improvements; and
- the effectiveness of any steps taken to promote improvement since last inspection.

Further details relating to Ofsted inspections can be found on their website.

KPA Grade

The Framework for Excellence score for the Quality of Provision KPA will be the same as the current inspection view of overall effectiveness. This will be derived from the most recent inspection judgement.

See Entering Data:

See "Inspection Grade" on page 48
Quality of Outcomes KPA

The Quality of Outcomes Key Performance Area consists of one Performance Indicator focusing on Qualification Success Rates. It is applicable to all providers delivering 10 or more learning aims that contribute to Qualification Success Rates (QSRs).

Qualification Success Rates

The Qualification Success Rate Performance Indicator is the starts-weighted aggregate score of five groups of qualifications\(^9\) and A-level value added.

KPA Grade

The Quality of Outcomes KPA will have the same grade\(^{10}\) as the Qualification Success Rate Performance Indicator.

See Entering Data:

See "Qualification Success Rate" on page 46

---

\(^9\) FE long courses excluding A, AS, A2 levels; FE short courses; A, AS, A2 levels, Apprenticeships and Advanced Apprenticeships (overall success rate) and Train to Gain qualifications (overall success rate).

\(^{10}\) Outstanding, Good, Satisfactory, Inadequate
Finance Dimension

The Finance Dimension consists of three Key Performance Areas:

- Financial Health\(^{11}\)
- Financial Management and Control\(^{12}\)
- Use of Resources\(^{13}\)

Dimension Grade

The Finance Dimension grade is based on an average of the Financial Health, Financial Management and Control, and Use of Resources KPA scores.

\(^{11}\) - Consisting of one Performance Indicator measuring a provider's financial status in terms of current financial performance and its ability to meet on going financial commitments.

\(^{12}\) - Consisting of one Performance Indicator using information from the Financial Management and Control Evaluation (FMCE) document, which includes sections on: Accountability; Financial Planning; Internal Control and Financial Monitoring.

\(^{13}\) - Consisting of three Performance Indicators focusing on Funding Economy, Resource Efficiency and Capital.
Financial Health KPA

The Financial Health KPA consists of one Performance Indicator and is a measure of a provider’s financial status in terms of current financial performance and ability to meet ongoing financial commitments.

Financial Health

Financial Health will be graded, based on the following three elements:

- Current ratio (solvency)
- Operating surplus or deficit as a percentage of turnover / income (sustainability); and
- Borrowing as a percentage of certain reserves and debt (status).

For 2008/09, this will be based on data from the Finance Record for the year ending 31 July 2008 (colleges) or a provider’s latest available statutory financial statements (full accounts or equivalent, not abbreviated).

Each element will receive a score, which will then be aggregated and, if applicable, a factor applied for consistent performance in two or more measures.

KPA Grade

The Financial Health KPA will have the same grade14 as the Financial Health PI.

See Entering Data:
See "Financial Health" on page 49

---

14 Outstanding, Good, Satisfactory, Inadequate.
Financial Management and Control KPA

The Financial Management and Control KPA consists of one Performance Indicator. Providers will self-assess and grade their financial management and control arrangements using the financial management and control evaluation (FMCE) document, which includes areas relating to:

- Accountability
- Financial Planning
- Internal Control; and
- Financial Monitoring

Further details relating to the FMCE can be found on the LSC's website.

KPA Grade

The Financial Management and Control KPA will have the same grade\(^\text{15}\) as the Financial Management and Control Performance Indicator.

See Entering Data:

See "Financial Management and Control" on page 52

\(^{15}\) Outstanding, Good, Satisfactory, Inadequate.
Financial Use of Resources KPA
The Use of Resources KPA consists of three Performance Indicators including:

Funding Economy
The Funding Economy Performance Indicator is designed to assess the extent to which a provider has used LSC funds to deliver priority provision and has delivered in relation to its original allocation or contract value. Two measures are used:
- UoR 1 - Proportion of LSC Funding applied to Priority Provision
- UoR 2 - Delivery as a Percentage of Funding Allocation or Contract Value.

The points awarded for each measure are then averaged to determine the grade for the Funding Economy Performance Indicator.

Resource Efficiency
The Resource Efficiency Performance Indicator assesses a provider's use of LSC funds per successful outcome and its comparative cost per learner. It has two measures referred to as:
- UoR 3 - LSC Funding per Successful Outcome
- UoR 4 - The provider-level unit cost, obtained by dividing a college's total operating cost by a weighted standard learner number (WSLN).

The points awarded for each measure are then averaged to determine the grade for the Resource Efficiency PI.

Capital
UoR 5 - The Capital Performance Indicator consists of two measures which assess the current condition of the college's building stock and its progress in renewing its building stock.

The current condition measure is based on the Regional Property Advisors assessment (drawing on data from e-mandate returns and other sources) of the proportion of the total gross internal area (GIA) of a provider's premises that fall into 4 different categories.

The renewal measure looks at the progress a college is making in renewing its building stock based on the current capital application approvals, which go through three main stages.

Points are awarded for each measure are then averaged to determine the grade for the Capital Performance Indicator.

KPA Grade
The points awarded for each Performance Indicator are then converted to a common scale and then averaged to determine the grade for the Use of Resources KPA.

See Entering Data:
See "UoR1 - Proportion of LSC funding applied to Priority Provision" on page 54
See "UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value" on page 56

16 Outstanding, Good, Satisfactory, Inadequate.
17 Outstanding, Good, Satisfactory, Inadequate
18 The e-mandate data reflect colleges’ own self-assessment of the condition of their estate.
19 As New, Sound, Operational, Inoperable
20 Stage 2 - Fee Support (Submissions), Approval in Principle (AIP), Detailed
See "UoR3 - LSC Funding per Successful Outcome" on page 58
See "UoR4 - Comparative Operating Costs per Weighted Standard Learner Number (WSLN)" on page 61
See "UoR5 - Capital" on page 64
**Rules for Combining Framework Results**

KPA and Dimension grades are derived from Performance Indicator (PI) scores, which are compared against the PI's assessment criteria to determine the PI grade. However, as each PI is based on a different performance scale, with different associated assessment criteria, before the KPA and Dimension grades are calculated each performance measure score is converted to a common scale of 0-100 points. This score is referred to as the Standardised Performance Measure (SPM).

For each PI that has grades, but that does not have scores or a set of assessment criteria (e.g. Inspection Grade and Financial Management and Control), a proxy (mid-band) score is used for the relevant grade band awarded. These proxy scores are used only for combination purposes.

KPA grades are then determined from the mean scores of its SPMs, with Dimension grades being determined from the mean scores of its KPAs.

If a provider is exempt from a particular PI, the combination-rules approach does not include that PI in the calculation of the KPA and Dimension grades.

**Standardised Performance Measure (SPM) Calculation**

The conversion process maps the assessment criteria for the PI to the Standardised Assessment Criteria, and then interpolates all values linearly within each band (see diagram below), using the formula:

\[
\text{Standard Performance Measure (SPM)} = M_n \times \text{PM value} + C_n \quad \text{(where n is the relevant segment for a given PM value as shown in the table below).}
\]

\[
\begin{align*}
SAC &= \text{Standardised Assessment Criteria} \\
AC &= \text{Assessment Criteria (score ranges) for the given PI Grade bands} \\
PM_{\text{max}} &= \text{Top of the Performance Measure Range for the given PI}
\end{align*}
\]
The calculation used depends upon which ‘band’ of the Assessment Criteria a given performance measure value falls within as shown in the table below:

<table>
<thead>
<tr>
<th>PM Grade Band</th>
<th>Line Segment</th>
<th>m Calculation</th>
<th>C Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>4</td>
<td>( m_4 = \frac{(100 - SAC_3)}{(PM_{\text{max}} - AC_3)} )</td>
<td>( C_4 = SAC_3 - (m_4 * AC_3) )</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>( m_3 = \frac{(SAC_3 - SAC_2)}{(AC_3 - AC_2)} )</td>
<td>( C_3 = SAC_2 - (m_3 * AC_2) )</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2</td>
<td>( m_2 = \frac{(SAC_2 - SAC_1)}{(AC_2 - AC_1)} )</td>
<td>( C_2 = SAC_1 - (m_2 * AC_1) )</td>
</tr>
<tr>
<td>Inadequate</td>
<td>1</td>
<td>( m_1 = \frac{(SAC_1)}{(AC_1)} )</td>
<td>( C_1 = 0 )</td>
</tr>
</tbody>
</table>

**Addressing Inadequate Performance**

Inadequate performance is recognised through a system of capping of grades whereby the number of 'Inadequate' PI grades (or KPAs where there is only one PI) will determine the highest grade that can be achieved for a KPA, and / or Dimension and OPR.

For the Responsiveness and Finance Dimensions and for the OPR grade, the model counts the number of inadequate PI grades and uses a specific look up table in the ZData worksheet to determine the maximum grade that can be applied at KPA and Dimension or OPR level as per Table D1 in the FfE Provider Guide (Sept 08) on page 52.

For the Effectiveness Dimension the model counts the number of KPA grades and uses a specific look up table in the ZData worksheet to determine the maximum grade that can be applied at Dimension level only as per Table D2 in the FfE Provider Guide (Sept 08) on page 52.

**Additional Performance Points (APPs)**

In order to recognise consistently good performance across the areas being combined and to encourage excellence, a system of Additional Performance Points (APPs) has been introduced at the final stages of the OPR calculation.

To be eligible for Additional Performance Points (APPs), all of a provider's PI scores must be above 40 points, with the number of APPs to be added being determined by the number of KPA scores that meet or exceed a threshold of 60 points.
For example, if a provider has five KPAs scoring 60 or more points, they will receive an additional 6 points, whereas those providers with all seven KPAs with 60 or above points will receive 10 points. Any additional points are then added to the provider's OPR score (derived from the mean scores of the three Dimensions) and an overall grade is awarded.

It should be noted that when a full national data set is available, the thresholds and the number of additional performance points will be reviewed to ensure a sensible outcome. The thresholds and points set out above have been based on extensive modelling and are the best estimates that we currently have.
Entering Data

This section provides guidance on how to access and enter data into different areas of the Modelling Tool.

Click on the links below to view more information on a dimension by dimension basis.
Summary View
The Summary View is displayed when opening up the FfE Provider Modelling Tool.

Overview
From the Summary View users can:

- **View scores and / or grades** relating to the Performance Measures, Performance Indicators, Standardised Performance Measures, Key Performance Areas, Dimensions, Additional Performance Points and the Overall Performance Rating that make up the Framework. Note that the OPR information will not be displayed until all areas are complete.
- **Access views for each performance measure** where they enter the data required to calculate the scores and grades displayed in the Summary View.
- **Override** performance measure scores calculated by the associated view by entering alternative scores in the **Override** column next to the performance measure concerned.
- **Apply exemptions** to performance measures by entering a 0 (zero) in the **Override** column next to the performance measure concerned (or select it from the cell drop down menu).

Note: Users have the ability to apply exemptions to any of the measures in the Modelling Tool. However, exemptions do **NOT** apply to all of the performance measures used in the Framework. Providers are advised to refer the September FfE Provider Guide.

Colour Coding
The Summary Page has been colour coded to help users identify the different elements that make up the Framework and the different types of cell used in the FfE Provider Modelling Tool.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Framework Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink</td>
<td>Dimension</td>
</tr>
<tr>
<td>Green</td>
<td>Key Performance Area</td>
</tr>
<tr>
<td>Orange</td>
<td>Performance Indicator and associated Standardised Performance Measure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colour</th>
<th>Cell Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Text - Heading or descriptive text.</td>
</tr>
<tr>
<td>Colour</td>
<td>Cell Type</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>White</td>
<td>Data Input - Users enter key data for use in calculations and comments.</td>
</tr>
<tr>
<td>Blue</td>
<td>Calculated - Displays calculated values based on the user's data entry.</td>
</tr>
</tbody>
</table>

**Returning to the Summary View**

Users can navigate back to the Summary View from any point in the Modelling Tool by selecting the **Summary View** link on the top right hand side of the view concerned or by selecting 'Summary' from the **PM View** drop down menu on the tool bar at the top of the page.
Entering Data - Responsiveness Dimension

Learner Views

Approach

The Model is constructed for the Learner Views (LV) survey to provide an understanding of how the LV score is calculated, but it is necessarily simpler than the approach that will be used for the real calculation of grades.

When the calculations are carried out for real, the sample is first filtered by a process of random selection in order to ensure that the sample has the same profile as the provider’s cohort. This removes any sampling bias. The filtered sample is then adjusted to a national profile.

The profile is likely to be in respect of highest level of study, age and gender. In the first pilot, an adjustment was only found to be needed for highest level of study and so this is the approach used in the model.

The consequence of this is that the model will not reflect the filtering process nor possible other profile adjustments and so may not fully reflect the range of adjustments that will be carried out for real when the Learner Views scores are calculated in spring 2009.

To calculate the Learner Views PI Grade:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click on the Learner Views cell shown below or select Learner Views from the PM View drop down menu on the tool bar at the top of the screen. The Learner Views screen is displayed.

3. Enter the total number of learners from each course level of study in the white cells in the Learner numbers row. Note: The No Formal Level cell should be used to capture the number of learners on programmes that do not fall into any of the formally recognised categories.

4. For each question, enter the number of respondents that gave an answer of 1 through to 5 on the Learning Views scale\(^{21}\). Points are then awarded for the total of each by comparing them to a predefined scores table.

\(^{21}\) 1 - Very Bad, 2 - Bad, 3 - Not good but not bad, 4 - Good, 5 - Very Good
5. A number of additional calculations are then performed to determine the score for the performance measure, which is then compared to a points table to obtain the PI Grade\textsuperscript{22} for the Learner Views Performance Indicator. See Figure 3 on page 14 in the Framework for Excellence Provider Guide Sept 08 for more information.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>PI Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>0.69</td>
</tr>
<tr>
<td>Grade</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

6. Add any supporting notes in the white cell underneath the User Comments cell as appropriate.

7. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

---

**Sources of Information**

Given the approach set out above, it is difficult to estimate input values (or even use real survey data) for the purposes of predicting likely scores. It may be more helpful to use the override capability on the Summary screen and enter a Performance Measure score that reflects anticipated performance on the basis that the first pilot values ranged from 69.2 to 90.6 with an average of 80.0 and possibly vary these values to assess their impact on the KPA, Dimension and OPR scores.

Providers who participated in the Voluntary survey should note that these results cannot be directly transferred into the spreadsheet, due to the change in the response scale. We would expect a provider’s score to be 2.1% higher with the 5 point scale, but there may also be a similar adjustment required if the pilot survey was paper based.

**See Also:**

See "Responsiveness to Learners KPA" on page 21

\textsuperscript{22} Outstanding, Good, Satisfactory, Inadequate.
Learner Destinations

The Learner Destinations Performance Indicator does not apply to employers who deliver training solely to their own employees. However, if an employer also delivers training to staff other than its own employees, then it will be in scope for the Learner Destinations performance indicator, which will be calculated for those other (non-staff) learners.

To calculate the Learning Destinations PI Grade:
1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the Learner Destinations cell shown below or select Learner Destinations from the PM View drop down menu on the tool bar at the top of the screen. The Learner Destinations View is displayed.
3. Enter the number of learners whose current employment / training status is described by the Learner Destination Codes 1 through to 10. The calculated fields, Performance Measure score and PI Grade\(^{23}\) are updated at the bottom of the page as data is entered.
4. Add any supporting notes in the white cell underneath the User Comments cell.
5. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

To apply an exemption to the Learning Destinations PI:
6. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
7. Click in the Override cell to the right of the Learner Destinations Cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.

Sources of Information

For the year 2008/09, the Learner Destinations PI will relate to the 2007/08 destinations of those learners completing in 2006/07. Providers should refer to ILR data or their own internal records to match priority learners and their destinations from one year to the next.

The performance indicator is constructed such that the method of obtaining the information does not influence the outcome. For example, if positive destination numbers are entered into Code 1, neutral destinations are entered into Code 6 and destinations which are neither positive nor neutral are entered as Code 10, then the performance measure score will be complete.

See Also:

See "Responsiveness to Learners KPA" on page 21

\(^{23}\) Outstanding (85% or greater), Good (72.5% to less than 85%), Satisfactory (60% to less than 72.5%), Inadequate (less than 60%).
Employer Views

To calculate the Employer Views PI Grade:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click on the Employer Views cell shown below or select Employer Views from the PM View drop down menu on the tool bar at the top of the screen. The Employer Views page is displayed.

3. Enter the average score received for each question in the white cells to the right of the question rows. The average score is calculated and a PI Grade\(^{24}\) awarded.

4. Add any supporting notes in the white cell underneath the User Comments cell.

5. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

To apply an exemption to the Employer Views PI:

6. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

7. Click in the Override cell to the right of the Employer Views Cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.

Sources of Information

The data for the Employer Views PI will come from the collation of employers' survey returns. Providers can either estimate scores based on feedback from other sources or use the average scores from pilot 1, which ranged from 6.6 to 9.7 with a mean of 7.8.

---

\(^{24}\) Outstanding (9.0 or greater), Good (8.0 to 8.99), Satisfactory (6.0 to 7.99), Inadequate (less than 6.0).
See Also:

See "Responsiveness to Employers KPA" on page 22
Amount of Training

Employers training their own staff are exempt from this Performance Measure.

The LSC is currently reviewing the formula used to calculate the Amount of Training Performance Indicator and this may result in changes to the current published scoring and grading system. These changes will be communicated in advance of any FfE grades being distributed or communicated in Spring 2009.

To calculate the Amount of Training PI Grade:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click on the Amount of Training cell shown below or select Amount of Training from the PM View drop down menu on the tool bar at the top of the screen. The Amount of Training View is displayed.

3. Enter the SLN for the provider for 2006/07 and 2007/08 into the white cells to the right of the Provider SLN Total (Year 1) and (Year 2) cells. The calculated fields are populated, the PM Score calculated and a PI Grade\(^{25}\) awarded.

4. Add any supporting notes in the white cell underneath the User Comments cell.

5. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

To apply an exemption to the Amount of Training PI:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click in the Override cell to the right of the Amount of Training Cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.

\(^{25}\) Outstanding, Good, Satisfactory, Inadequate.
Sources of Information

SLN information can be obtained from the SSoA and the Demand Led Calculator.

The other information can be obtained easily using the background database tables of the Learner Information Suite (LIS):

**FE**
- NVQs in the workplace - Use the LIS database table 'Aim'
- Employer supported provision - Use the LIS database table 'Aim'
- Apprenticeships on a programme led pathway - Use the LIS database table 'Aim'
- All learners must be funded and live in year - Use the LIS database table 'DeriveLearnerResults', use the variables (L_FUND = 1 or 2) AND (L_LIVE_B > 1)

**WBL**
- Apprenticeships and NVQs - Use the LIS database table 'Aim'
- All learners must be funded in year - Use the LIS database table 'DeriveLearnerResults', variable (L_FUND = 1 or 2)

**Train To Gain**
- All learners must be funded in year - Use the LIS database table 'DeriveLearnerResults', variable (L_FUND = 1 or 2)

**See Also:**

See "Responsiveness to Employers KPA" on page 22
Training Quality Standard Accreditation

Employers training their own staff are exempt from this Performance Measure.

To confirm Training Quality Standard Accreditation:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the Training Quality Standard cell shown below or select Training Quality Standard from the View PM drop down menu at the top of the page. The Training Quality Standard View is displayed.

3. Click in the white cell to the right of the Training Quality Standard Accredited cell. An arrow appears in the bottom right hand corner of the cell. Note: This drop down menu can also be accessed from the Summary View.

4. Click on the arrow and select an appropriate option from the drop down list. If Accredited is selected, the provider is automatically awarded an 'Outstanding' grade for the Training Quality Standard Performance Indicator and the Responsiveness to Employers Key Performance Area.

5. Add any supporting notes in the white cell underneath the User Comments cell.

6. Click on the Summary View link or select Summary from the PM View drop down menu on the tool bar at the top of the page to return to the Summary View.

Alternatively:

1. From the Summary View, click in the Override cell to the right of the Training Quality Standard PI and select 'Not Accredited', 'Accredited' or 'Exempt' from the drop down menu.

To apply an exemption to the Training Quality Standard Accreditation PI:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click in the Override cell to the right of the Training Quality Standard Accreditation Cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.
Sources of Information

Access the Training Quality Standard website for further details. Providers should be expected to know if this was achieved by the 31st August 2008.

See Also:

See "Responsiveness to Employers KPA" on page 22
Entering Data - Effectiveness Dimension

Qualification Success Rate

To calculate the Qualification Success Rate PI Grade:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click on the Qualification Success Rate cell as shown below or select Qualification Success Rate from the View PM drop down menu on the tool bar at the top of the page. The Qualification Success Rate View is displayed.

3. Enter the number of starters (or completers for Apprenticeships) in the Number of learners column next to each qualification group listed.

4. Enter the percentage Qualification Success Rate for each qualification group in the QSR/Value Added Column. The QSR cells will automatically append a % sign to the figure entered.

5. The 'Points from Scoring Grid' and 'Learner Weighted Points' calculated (blue) cells are then populated.

<table>
<thead>
<tr>
<th>Qualification Group</th>
<th>Number of Learners</th>
<th>QSR/Value Added</th>
<th>Points from Scoring Grid</th>
<th>Learner Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE long courses (excl A, AS, A2 Levels)</td>
<td>1912</td>
<td>69.0%</td>
<td>52.00</td>
<td>25.5</td>
</tr>
<tr>
<td>FE short courses</td>
<td>1054</td>
<td>77.0%</td>
<td>30.00</td>
<td>10.5</td>
</tr>
<tr>
<td>Apprenticeships and Advanced Apprenticeships</td>
<td>312</td>
<td>57.0%</td>
<td>52.00</td>
<td>4.2</td>
</tr>
<tr>
<td>Train to Gain</td>
<td>234</td>
<td>79.0%</td>
<td>66.90</td>
<td>4.1</td>
</tr>
<tr>
<td>A, AS, A2</td>
<td>390</td>
<td>83.0%</td>
<td>46.00</td>
<td>4.6</td>
</tr>
<tr>
<td>A. Level value added</td>
<td>Not Significant</td>
<td>15.00</td>
<td>50.3</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

6. Click in the white cell to the right of the A-Level value added cell to add A-Level value added points. An arrow appears at the bottom of the cell.

7. Click on the arrow and select an option from the drop down list and the appropriate points are assigned: 30 for Significantly Positive; 15 for Not Significant; 0 for Significantly Negative.

---

26 A value added score with a confidence interval entirely below 0 (i.e. the national average) indicates a value added performance significantly below the national average (negative value added), while a score with a confidence interval entirely above 0 indicates that the value added performance is significantly above the national average (positive value added). If a provider has
8. The Total Learner Weighted points cell is updated and compared against the qualification success rate assessment criteria to determine the PI Grade\(^\text{27}\), which is displayed in the Summary View.

9. Add any supporting notes in the white cell underneath the User Comments cell.

10. Click on the **Summary View** link on the top right hand side of the screen to return to the Summary Page, or select **Summary** from the **PM View** drop down menu on the tool bar at the top of the screen.

**Sources of Information**

**Learning Starts and Completions and Qualification Success Rates** - Providers can obtain this information from their own records, Individualised Learner Records, or from provider reports available through the Provider Gateway and Data Collections Website (OLDC). The Provider Gateway can be accessed from [http://thegateway.lsc.gov.uk/login/](http://thegateway.lsc.gov.uk/login/).

**A-Level Value Added** - A provider can determine if their A Level value added is positively significant, negatively significant or non-significant by accessing the Learner Achievement Tracker (LAT) via the Provider Gateway at [http://thegateway.lsc.gov.uk/login/](http://thegateway.lsc.gov.uk/login/) and running an A Level value added Summary Report. A value added guide and a LAT tutorial are available at [http://thegateway.lsc.gov.uk/training-support/all-support/](http://thegateway.lsc.gov.uk/training-support/all-support/).

**See Also:**

See "Quality of Outcomes KPA" on page 25

---

\(^{27}\) Outstanding (97.5 or more); Good (65 to less than 97.5); Satisfactory (32.5 to less than 65); Inadequate (Less than 32.5).
**Inspection Grade**

**To select the Inspection Grade:**

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click on the **Inspection Grade** cell shown below or select *Inspection Grade* from the **View PM** drop down menu on the tool bar at the top of the page. The Inspection Grade View is displayed.

3. Click in the white cell next to the Ofsted Inspection Grade cell. An arrow appears at the bottom of the cell.

4. Click on the arrow and select the **Grade**\(^{28}\) awarded to your organisation as a result of Ofsted's latest inspection. The same grade is then assigned to the Inspection Grade Performance Indicator and the Quality of Provision KPA.

5. Add any supporting notes in the white cell underneath the User Comments cell.

6. Click on the **Summary View** link or select **Summary** from the **PM View** drop down menu at the top of the screen to return to the Summary View.

Alternatively,

1. From the Summary View, click in the Override cell to the right of the Inspection Grade PI and select 'Outstanding', 'Good', 'Satisfactory' or 'Exempt' from the drop down menu.

**Sources of Information**

The provider's Overall Effectiveness or Leadership and Management grade can be obtained from their latest Ofsted Inspection Report available at: [http://www.ofsted.gov.uk](http://www.ofsted.gov.uk).

**See Also:**

See "Quality of Provision KPA" on page 24

---

\(^{28}\) Outstanding, Good, Satisfactory or Inadequate.
Entering Data - Finance Dimension

Financial Health

The Performance Indicator calculations are as described in the FfE Provider Guide Sept 08. The model provides data input fields for both colleges and other provider types.

To calculate the Financial Health PI Grade:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the Financial Health cell or select Financial Health from the PM View drop down menu on the tool bar at the top of the screen.
3. Click in the white cell to the right of the Select Provider Type field. A drop down arrow appears on the bottom right hand side of the cell.
4. Click on the arrow and select either 'Colleges' or 'Other Providers' from the drop down menu and the relevant input cells for the selected type are made available.

Steps for Colleges

5. To determine the points to be awarded for the Solvency measure enter the appropriate values in the white cells to the right of the following items:
   - Current Assets
     Fixed Assets held for resale and restricted cash from disposal of fixed assets and held for future fixed asset acquisition
   - Current Liabilities
     The model makes the following calculation:
     Current Assets less fixed assets held for resale, and restricted cash held / Current Liabilities

6. To determine the points to be awarded for the Sustainability measure enter the appropriate values in the white cells to the right of the following items:
   - Operating position after tax (Finance Record 2007/08, Table 1, line 12b)
   - Exceptional finance support (Finance Record 2007/08, schedule 1c, line 1)
**Pension Finance income** (Finance Record 2007/2008, schedule 1a, line 5c)

**FRS17 Adjustments** (Finance Record 2007/2008, schedule 1d, line 12 + schedule 1e line 12b)

**Income used in ratio analysis**

The model makes the following calculation:

Operating Position after Tax

Less:

Exceptional Support Income

Pension Finance Income

Plus:

FRS17 Adjustments

7. To determine the points to be awarded for the **Status** measure enter the appropriate values in the white cells to the right of the following items:

**Total Borrowing**

**Total Reserves**

**Total Debt (Colleges)**

Note:

• The total debt is equivalent to the total borrowing.

• The total reserves figure should be adjusted to exclude revaluation and pension reserves.

The model makes the following calculation:

Total Borrowing / Total Reserves plus Total Debt

**Steps for Other Providers**

5. To determine the points to be awarded for the **Solvency** measure enter the appropriate values in the white cells to the right of the following items:

**Current Assets**

**Current Liabilities**

The model makes the following calculation:

Current Assets / Current Liabilities

6. To determine the points to be awarded for the **Sustainability** measure enter the appropriate values in the white cells to the right of the following items:

**Net Profit After Tax**

**Turnover**

The model makes the following calculation:

Net Profit after tax / Turnover

7. To determine the points to be awarded for the **Status performance** measure enter the appropriate values in the white cells to the right of the following items:
Total Debt (Other Providers)
Shareholder Funds (less Intangible assets)
The model makes the following calculation:
Total Debt / Shareholder funds less intangible assets, plus Total Debt

8. The total number of points awarded are calculated, additional points for good performance in two or more measures are added, the total compared to a predefined points table and a PI grade\(^{29}\) awarded.

9. Add any supporting notes in the white cell underneath the User Comments cell.

10. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

To apply an exemption to the Financial Health PI:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.

2. Click in the Override cell to the right of the Financial Health cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.

Sources of Information

Colleges
Finance Record for the year ending 31 July 2008.

Other Providers
From the latest available statutory financial statements (full accounts or equivalent, not abbreviated accounts).

Colleges and other providers already have to prepare accounts for both internal management and audit purposes.

See Also:
See "Financial Health KPA" on page 27

\(^{29}\) Outstanding, Good, Satisfactory, Inadequate.
Financial Management and Control

The model calculates the PI as described in the FfE Provider Guide Sept 08 using the 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate' grades. Following the entry of the value the model will calculate the Standardised Performance Measure (SPM) as the mid point within the appropriate band e.g. an 'Outstanding' grade would be calculated as an SPM value of 87.5.

To select the Financial Management and Control grade:
1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the Financial Management & Control cell shown below or select Financial Management & Control from the PM View drop down menu on the tool bar at the top of the screen. The Financial Management and Control View is displayed.

3. Click in the white cell to the right of the FMCE Self-Assessed Grade cell. An arrow appears in the bottom right hand corner of the cell.

4. Click on the arrow and select the appropriate grade from the drop down menu.

5. Add any supporting notes in the white cell underneath the User Comments cell.
6. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

Alternatively:
1. From the Summary View, click in the Override cell to the right of the Financial Management & Control PI.
2. Click on the arrow in the bottom right hand corner of the cell and select 'Outstanding', 'Good', 'Satisfactory', 'Inadequate' or 'Exempt' from the drop down menu.
Sources of Information

Financial Management and Control Evaluation (FMCE) documentation.

See Also:

See "Financial Management and Control KPA" on page 28
**UoR1 - Proportion of LSC funding applied to Priority Provision**

The FfE Provider Guide Sept 08 includes a full description of the Use of Resources calculations based on the detailed information available to providers on the various funding streams. So that the model is easy to use, the UoR calculations have been simplified by combining funding streams and using common funding values.

Table 1 allows the provider to accurately identify which funding streams should be assigned to the three overall funding streams described in the FfE Provider Guide Sept 08 and used in the Modelling Tool.

**Table 1**

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>FfE Provider Modelling Tool</td>
<td>16-18 Adult Learner Responsive Adult Employer Responsive</td>
</tr>
<tr>
<td>LSC Funding Streams</td>
<td>FE 16-18 FE adult LR fully funded FE adult LR co-funded FE adult ER fully funded FE adult ER co-funded ER 16-18 ER adult fully funded ER adult co-funded Entry to Employment (16-18)</td>
</tr>
</tbody>
</table>

The other change to the calculation of UoR1 from that described in the FfE Provider Guide Sept 08, is that if the planned priority provision has increased by 10% or more over the previous year then the provider should select 5 points using the drop down provided. The model will then automatically add 5 points to the score.

**To calculate the score for UoR1 - Proportion of LSC Funding applied to Priority Provision:**

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the UoR1 cell or select UoR1: Proportion of LSC Funding applied to Priority Provision from the PM View drop down menu on the tool bar at the top of the screen.
3. Enter the total value of LSC funding received for 2007/08 in the white cells underneath the appropriate funding stream: 16-18, Adult Learner Responsive and Adult Employer Responsive. How the LSC funding streams map to those in this tool are given in See "Table 1" on page 54.

---

30 Note: ER 16-18 and E2E have been included in the Adult Employer Responsive funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.

31 Note: ER 16-18 and E2E have been included in the Adult Employer Responsive funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
4. Enter the value of that funding identified as Priority Provision for each funding stream in the second row of white cells.

<table>
<thead>
<tr>
<th>UoR1 2007/08 Data</th>
<th>16.18</th>
<th>Adult Learner Responsive</th>
<th>Adult Employer Responsive</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LSC funding per stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSC funding of priority provision per stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. A number of calculations are then performed to determine the UoR1 - Proportion of LSC Funding applied to Priority Provision performance measure score.

6. If the proportion of the Provider's Planned Priority Provision has increased by 10% or more over previous years, click in the white cell to the right of this item and select 5 bonus points from the drop down menu accessed via the arrow on the bottom right hand side of the cell.

7. Add any supporting notes in the white cell underneath the User Comments cell.

8. Click on the **Summary View** link or select **Summary** from the **PM View** drop down menu on the Tool bar at the top of the screen to return to the Summary View.

**To apply an exemption to the UoR 1 PM:**

There are no exemptions to this UoR PM.

**Sources of Information**

Provider's Funding Reports and Summary Statement of Activity (SSoA), which can be accessed via The Provider Gateway.

Refer to the Funding Policy pages of the LSC's website.

**See Also:**

See "Financial Use of Resources KPA" on page 29
UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value

The FfE Provider Guide Sept 08 includes a full description of the Use of Resources calculations based on the detailed information available to providers on the various funding streams. So that the model is easy to use, the UoR calculations have been simplified by combining funding streams and using common funding values.

Table 2 allows the provider to accurately identify which funding streams should be assigned to the three overall funding streams described in the FfE Provider Guide Sept 08 and used in the Modelling Tool.

Table 2

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>FfE Provider Modelling Tool</td>
<td>Adult Learner Responsive</td>
</tr>
<tr>
<td>LSC Funding Streams</td>
<td>FE 16-18</td>
</tr>
<tr>
<td></td>
<td>16-18</td>
</tr>
</tbody>
</table>

To calculate the UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value score:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the UoR2 cell or select UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value from the PM View drop down menu on the tool bar at the top of the screen.
3. Enter the provider's final allocation or contract value as agreed with the LSC at the beginning of the 2007/08 academic year. How the LSC funding streams map to those in this tool are given in See "Table 2" on page 56.
4. Enter the value of the provider's claim based on learning delivery in 2007/08.

32 Note: ER 16-18 and E2E have been included in the Adult Employer Responsive funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
33 Note: ER 16-18 and E2E have been included in the Adult Employer Responsive funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
5. A number of calculations are then performed to determine the UoR2 - Delivery as a Percentage of Funding Allocation or Contract Value performance measure score.

6. Add any supporting notes in the white cell underneath the User Comments cell.

7. Click on the **Summary View** link or select **Summary** from the **PM View** drop down menu on the Tool bar at the top of the screen to return to the Summary View.

**To apply an exemption to the UoR 2 PM:**

There are no exemptions to this UoR PM.

**Sources of Information**

Planning and Modelling System accessed via [The Provider Gateway](#).

Provider Funding Reports

ILR Records

**See Also:**

See "Financial Use of Resources KPA" on page 29
UoR3 - LSC Funding per Successful Outcome

The FfE Provider Guide Sept 08 includes a full description of the Use of Resources calculations based on the detailed information available to providers on the various funding streams. So that the model is easy to use, the UoR calculations have been simplified by combining funding streams and using common funding values.

A number of changes have been made for UoR3 to simplify the data the provider has to input to the model:

- The funding streams described in the FfE Provider Guide Sept 08 have been simplified to four in the model, therefore the provider only needs to enter four sets of data rather than nine. During testing we have discovered that the calculations operate within an approximate tolerance of 5%, although further testing needs to be carried out to confirm this. Provider’s are advised that the PM score may differ slightly, which if the results are near a grade boundary may give an inaccurate PI grade.

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>FfE Provider Modelling Tool</td>
<td>FE 16-18</td>
</tr>
<tr>
<td>FfE Provider Guide Sept 08</td>
<td>FE adult LR fully funded</td>
</tr>
</tbody>
</table>

- The Provider will need to calculate the sub totals of the Standard Learner Number (SLN) for each of the combined funding streams, e.g. FE Adult Learner Responsive would be the total of SLN’s for both FE Adult LR Fully Funded and FE Adult LR Co-Funded.
- The Provider will need to calculate the percentage of co-funded SLNs in each of the combined funding streams, e.g. SLN co-funded Learner Responsive / Total SLN Learner Responsive, as a percentage.
- To accommodate the combining of funding streams the model uses a modified set of nominal national funding rates for 2007/08 data:
  - FE 16 – 18 - £2801
  - FE Adult Learner Responsive - £2734
  - FE Adult Employer Responsive - £2734
  - WBL (includes 16 -18 as well as adults) - £2801

These rates are estimates based on best available data, but may be different than the official rates that the LSC will publish for use with 2007/08 data.

34 Note: ER 16-18 and E2E have been included in the WBL funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.

35 Note: ER 16-18 and E2E have been included in the WBL funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
To reduce the input burden and to make the model more transparent, two of the weighting factors used in UoR 3 have been simplified to a limited number of values per factor so that drop downs can be used for data entry.

Providers should be aware that the combination of the reduced number of funding streams, modified national rates and limited values per factor will affect the accuracy of the calculations to a small extent. However, the substantial reduction in the amount of data the provider has to input is seen to outweigh the small loss in accuracy.

**To calculate the UoR3 - LSC Funding per Successful Outcome performance measure:**

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the **UoR3** cell shown below or select **UoR3 - LSC Funding per Successful Outcome** from the **PM View** drop down menu on the tool bar at the top of the screen.
3. Enter the required information into the white cells underneath the relevant funding stream: FE 16-18, FE Adult Learner Responsive, FE Adult Employer Responsive and WBL including:
   - Standard Learner Number (SLN) per funding stream
   - Percentage Co-funded per stream
   - Qualification Success Rate per stream
   - Programme Weighting Factor per stream - click in the cell and select a value from the drop down menu accessed by clicking on the arrow in the bottom right hand side of the cell.
   - Disadvantage Factor per stream - click in the cell and select a value from the drop down menu accessed by clicking on the arrow in the bottom right hand side of the cell.
   - Most of this information can be obtained via the Demand Led Calculator or extrapolated from the provider's 2006/07 funding and performance data.
4. A number of calculations are then performed to determine the UoR3 - LSC Funding per Successful Outcome performance measure score.
5. Add any supporting notes in the white cell underneath the User Comments cell.
6. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

**To apply an exemption to the UoR 3 PM:**
There are no exemptions to this UoR PM.

**Sources of Information**
Demand Led Calculator
Qualification Success Rate Reports
Individualised Learning Records
For information, SLN data is also used in the Amount of Training Performance Indicator.

**See Also:**
See "Financial Use of Resources KPA" on page 29
UoR4 - Comparative Operating Costs per Weighted Standard Learner Number (WSLN)

The FfE Provider Guide Sept 08 includes a full description of the Use of Resources calculations based on the detailed information available to providers on the various funding streams. So that the model is easy to use, the UoR calculations have been simplified by combining funding streams and using common funding values.

The funding streams described in the FfE Provider Guide Sept 08 have been simplified to four in the model, therefore the provider only needs to enter four sets of data rather than nine. During testing we have discovered that the calculations operate within an approximate tolerance of 5%, although further testing needs to be carried out to confirm this. Provider’s are advised that the PM score may differ slightly, which if the results are near a grade boundary may give an inaccurate PI grade.

<table>
<thead>
<tr>
<th>Source</th>
<th>Funding Streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>FfE Provider Modelling Tool</td>
<td>FE 16-18, FE Adult Learner Responsive, FE Adult Employer Responsive, WBL</td>
</tr>
<tr>
<td>FfE Provider Guide Sept 08</td>
<td>FE 16-18, FE adult LR fully funded, FE adult LR co-funded, FE adult ER fully funded, FE adult ER co-funded, ER 16-18, ER adult fully funded, ER adult co-funded, Entry to Employment (16-18)</td>
</tr>
</tbody>
</table>

Providers are required to enter data into UoR3 before using UoR4. It has been designed this way to reduce data entry requirements and to ensure consistency in the use of common data such as:

- SLN per funding stream
- Percentage of co funding per funding stream
- Qualification Success Rates per funding stream

To accommodate the combining of funding streams the model uses a modified set of nominal national funding rates for 2007/08 data:

FE 16 – 18 - £2801
FE Adult Learner Responsive - £2734
FE Adult Employer Responsive - £2734
WBL(includes 16-18 as well as adults) - £2801

These rates are estimates based on best available data, but may be different than the official rates that the LSC will publish for use with 2007/08 data.

36 Note: ER 16-18 and E2E have been included in the WBL funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
37 Note: ER 16-18 and E2E have been included in the WBL funding stream as it will be difficult for the provider to unambiguously separate these funding streams from WBL funding for 07/08 data.
The model uses a 'Modified Provider Factor', which is the Provider Factor for that funding stream without the Success factor. The provider will need to:

- Obtain their provider factor from Demand Led Calculator or LIS for a given funding stream and enter that value. The model will then use the QSR value input by the provider to UoR3, according to formulae (Provider Factor per stream/((QSR per stream/2)+.5)).

Providers should be aware that the combination of the reduced number of funding streams, modified national rates and the calculation of the 'Modified Provider Factor' for combined streams of funding will affect the accuracy of the calculations to a small extent. However, the substantial reduction in the amount of data the provider has to input is seen to outweigh the small loss in accuracy.

**To calculate the UoR4 - Comparative Operating Costs per WSLN Score:**

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Ensure that UoR3 has been completed. As a result, users will notice that a number of calculated fields are populated by default.
3. Click on the **UoR4** cell or select **UoR4 - Comparative Operating Costs per WSLN** from the **PM View** drop down menu on the tool bar at the top of the screen.
4. Enter the College Level Provider Factor per funding stream.
5. To calculate Additional WLSN due to other income enter the value for 'Other revenue income' in the Total Column; this value should include all other sources of funding and revenue, see See "Table 3" on page 63 below.
6. To calculate Unit Costs enter the value for 'Total operating costs' in the Total column.
7. The system then makes the final calculations to determine the UoR4 - Comparative Operating Costs per WSLN performance measure score.
8. Add any supporting notes in the white cell underneath the User Comments cell.
9. Click on the **Summary View** link or select **Summary** from the **PM View** drop down menu on the Tool bar at the top of the screen to return to the Summary View.

**To apply an exemption to the UoR 4 PM:**

For FfE in 2009, UoR 4 only applies to colleges. Other providers should select the exempt category.

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click in the **Override** cell to the right of the UoR 4 cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.
**Sources of Information**

SLN, Co-Funded and Provider Factor information can be accessed through the Demand Led Calculator or extrapolated from the provider’s 2007/08 funding and performance data.

The provider’s other income and operating cost information can be found in the 2007/08 Finance Record as described below:

**Table 3**

<table>
<thead>
<tr>
<th>Item</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Income</strong></td>
<td>Total of Schedule 1a</td>
</tr>
<tr>
<td></td>
<td><em>Line 1bi Higher Education</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 1bii Franchised</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 1biv Other HEFCE</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 1ci Local authorities and schools</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 1cii Other funding bodies and agencies</em></td>
</tr>
<tr>
<td></td>
<td><strong>PLUS</strong></td>
</tr>
<tr>
<td></td>
<td><em>In Table 1</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 2 Tuition fees &amp; education contracts</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 3 Other grants and contracts income</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 4 Other income</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 5 Endowment and investment income</em></td>
</tr>
<tr>
<td></td>
<td><strong>LESS</strong></td>
</tr>
<tr>
<td></td>
<td><em>In Schedule 4c,</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 4d Releases from deferred capital grants (non LSC &amp; non HEFCE)</em></td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td><em>In Table 1</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 7 Staff costs</em></td>
</tr>
<tr>
<td></td>
<td><em>Line 8 Operating expenses</em></td>
</tr>
</tbody>
</table>

**See Also:**

See "Financial Use of Resources KPA" on page 29
UoR5 - Capital

Use of Capital is as described in the FfE Provider Guide Sept 08 with the exception of a few minor text changes.

To calculate the UoR5 - Capital PM score:

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click on the UoR5 cell or select UoR5 Capital from the PM View drop down menu on the tool bar at the top of the screen. The Capital View is displayed.

![Image](Click to go to UoR5: Capital Performance Indicator input)

3. To calculate the Condition score enter the number of square metres that have been assessed as in 'As New', 'Sound', 'Operational' and 'Inoperable' condition as agreed with your Regional Property Advisor (RPA).
4. To calculate the Renewal score enter the number of square metres for new or refurbished developments that are at the 'Detailed', 'Approved In Principle (AIP)', or 'Stage 2' of the application process. Then enter the gross internal area of the total estate once all of these developments have been completed.
5. A number of calculations are then performed to determine the Capital performance measure score, which is then compared to a predefined points table to determine the Capital PI grade. \(^{38}\)
6. Add any supporting notes in the white cell underneath the User Comments cell.
7. Click on the Summary View link or select Summary from the PM View drop down menu on the Tool bar at the top of the screen to return to the Summary View.

To apply an exemption to the UoR 5 PM:

For FfE in 2009, UoR 5 only applies to colleges. Other providers should select the exempt category.

1. Access the Modelling Tool, start a new run or view an existing one. The Summary View is displayed.
2. Click in the Override cell to the right of the UoR 5 cell and enter '0' (zero) into the cell. The word 'Exempt' is displayed in the PI column.

Sources of Information

The e-mandate return.

Data obtained from condition-assessment spreadsheets supplied to the LSC National Office's infrastructure and property services team by the RPAs.

Other condition data contained within property strategies, feasibility studies and capital applications.

Approval record spreadsheets held by the LSC National Office's infrastructure and property services team.

\(^{38}\) Outstanding - 80 to 100; Good - 50 to 79; Satisfactory - 20 to 49; Inadequate - 0 - 19.
Provider Records

See Also:

See "Financial Use of Resources KPA" on page 29
About this Online Help

These help pages have been designed to assist you in the use of the FfE Provider Modelling Tool.

It includes details on:

- How to access the Modelling Tool and navigate around it.
- The calculations and rules used to determine grades for each PI, KPA, Dimension and Overall Performance.
- The information users are required to enter and where to get it from.
- Frequently asked questions (FAQs).

Information relating to the Modelling Tool has been divided into a number of topics, which can be accessed from the pane on the left hand side of the page, through key word search or through related topics. Click on the arrows below to view more information.

Left Hand Pane

<table>
<thead>
<tr>
<th>Left Pane</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Contents Tab" /></td>
<td>Contents Tab - Users navigate through help topics contents by clicking on each item on the list.</td>
</tr>
<tr>
<td><img src="image" alt="Search Tab" /></td>
<td>Search Tab - Enter a term or phrase into the keyword search and click the List Topics button (or press enter on your keyboard) to view topics that contain them.</td>
</tr>
</tbody>
</table>
## Tool Bar

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hide</td>
<td>Hide - Use this button to hide the left hand pane.</td>
</tr>
<tr>
<td>Show</td>
<td>Show - Use this button to show the left hand pane (only available if the left hand pane is hidden).</td>
</tr>
<tr>
<td>Locate</td>
<td>Locate - Use this button to locate the current topic in the contents in the left hand pane.</td>
</tr>
<tr>
<td>Back</td>
<td>Back - To go back to a previously viewed page.</td>
</tr>
<tr>
<td>Forward</td>
<td>Forward - To go forward to a previously viewed page.</td>
</tr>
<tr>
<td>Home</td>
<td>Home - To return to the first topic in the help file.</td>
</tr>
<tr>
<td>Font</td>
<td>Font - To increase or decrease the font size used to display the content of the selected topic in the right hand pane.</td>
</tr>
<tr>
<td>Print</td>
<td>Print - Users have the option of printing the selected topic and / or sub topics.</td>
</tr>
</tbody>
</table>

## Other Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Items</td>
<td>Arrow - Click on the arrow icon to view more information to the right or below the text. Click the arrow again to hide the information.</td>
</tr>
<tr>
<td>You are here: Overview of the Modelling Tool &gt; The Interface</td>
<td>Breadcrumb - Found at the top of the page. This represents your location in the help file. Click on a previous item to move up the content hierarchy.</td>
</tr>
<tr>
<td>Summary View Entering Data - Responsiveness Dimension Entering Data - Effectiveness Dimension Entering Data - Finance Dimension</td>
<td>Mini Table of Contents (TOC) - Appearing at the bottom of any topic with associated sub topics. Click an item in the list to view a sub topic.</td>
</tr>
</tbody>
</table>
Frequently Asked Questions (FAQs)

Frequently asked questions relating to The Framework for Excellence and The Modelling Tool can be found at: http://ffe.lsc.gov.uk/faq/.