
This document provides answers to frequently asked questions (FAQs) about the measures of success and Framework for Excellence.

Framework for Excellence is a small, standard set of performance indicators which is being developed by the Learning and Skills Council (LSC) and the Department for Education and Skills (DfES), in consultation with providers, inspectorates and other stakeholders. Framework for Excellence builds on and includes the measures of success.

1. **Which of the measures of success will apply to me?**
   - Distance travelled (DT)
   - Qualification success rates (QSR)
   - Recognising and recording progress and achievement (RARPA).

2. **What is the timescale for these measures?**

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Questions on distance travelled Measure

3. What is the distance travelled measure and what information will it show?

Value added (VA) and distance travelled (DT) are part of the measures of success. Only the DT measure applies to you.

Both measures aim to show the progress of individual learners based on their prior attainment up to the end of Key Stage 4, and compare the results to the national average.

The starting point for both the distance travelled (DT) calculations is the average attainment of the learner at age 15 or 16.

4. What qualifications are included in the distance travelled measure?

The distance travelled (DT) measure includes approved qualifications at level 1 and 2, as well as pass/fail level 3 qualifications like National Vocational Qualification (NVQ), Key Skills and Apprenticeships.

5. Can you use distance travelled data to predict achievement?

You can use chances charts to help guide learners to the appropriate level of National Vocational Qualifications (NVQ). You can also use DT data to predict the achievement of a group of learners.

6. Which of my learners are included in distance travelled measure?

Distance travelled (DT) will mainly include learners following programmes for approved qualifications, who were aged 16, 17 or 18 on 31 August at the beginning of the year in which they completed their post-16 qualification.

7. How will the distance travelled measure be piloted?

The distance travelled (DT) measure is being piloted by the three partners - Learning and Skills Council (LSC), Adult Learning Inspectorate (ALI), and the Office for Standards in Education (Ofsted).

During the pilot and evaluation period:
- the LSC will pilot the use of the DT measure in planning, self-assessment and discussions of three-year development plans.
- Ofsted will pilot the use of DT for 16–19 learners in planning inspections and making inspection assessments over a two-year period. In the second year of the pilot, inspectors will also review the progress being made by providers in using the measures for self-assessment and evaluation. During the pilot, inspectors will not base judgements solely on DT data, but will compare the data within the Learner Achievement Tracker with evidence from other sources.
- ALI will pilot the use of DT for 16–19 learners in planning inspections and during inspections for work based learning (WBL) providers between March 2006 and autumn 2007.

8. **What is the Learner Achievement Tracker?**

   The Learner Achievement Tracker (LAT) is software, which shows distance travelled (DT) data for 16-19 learners. It compares providers' performance with the national norm for all learners taking that particular subject or qualification.

   The LAT has been tested by providers from across the sector and key stakeholders. The LAT will produce three types of output reports:
   - Summary charts
   - National comparison graphs
   - National chances charts.

9. **Who will be able to see my Learner Achievement Tracker (LAT) outputs?**

   Your data will be available to you through the Provider Gateway, a secure internet website, available following the link: [https://gateway.lsc.gov.uk](https://gateway.lsc.gov.uk). A user approver has been designated to manage the access to the Provider Gateway in your organization. Also, a username and password has been sent to your user approver to access the system. And you will only have access to information about your own organization.
Inspectorates and local LSCs also have access to the Provider Gateway. Your local LSC has access to pdf reports for all providers in your area.

10. **What data is currently available in the Learner Achievement Tracker?**

    The data currently available in the Learner Achievement Tracker include:
    
    - WBL DT data (2004/05) including national comparison charts and summary charts
    - Prior Attainment Calculator
    - DT chances charts
    - MS Excel data files containing learner level data (you will only get your own data); MS Excel aggregated data (available to local Learning and Skills Councils and inspectorates).

11. **Can I download data from the Learner Achievement Tracker?**

    Yes, you will be able to download your own data from the Learner Achievement Tracker (LAT) into an Excel file via the Provider Gateway.

12. **How can we update or correct distance travelled data that is in the Learner Achievement Tracker?**

    We used data taken from the latest available individual learner record (ILR) returns submitted to the LSC by providers is used in the distance travelled (DT) calculations. Where you resubmit an ILR after DT data has been produced, no late amendments will be included in the Learner Achievement Tracker.

13. **The number of qualifications in my Learner Achievement Tracker report differs significantly from that in my qualification success rates report. Why is this?**

    National Vocational Qualifications (NVQ) studied as part of an apprenticeship are included in both the apprenticeship and the NVQ figures in your distance travelled data reports. By separating these components, we can produce measures that better
reflect learners' achievement, give more information to providers and allow better comparison between college and work based pathways. We feel that it is a more reliable qualification-based measure.

We do not intend to aggregate this data at the provider level, and do not, therefore, create issues of double-counting. The data is analysed in this way following feedback from stakeholders, providers and ALI, who noted that this was a more appropriate way of reporting Work-based Learning provision.

14. **Where can I get further training or support available for the Learner Achievement Tracker and the Provider Gateway?**

Further support for the Provider Gateway and the Learner Achievement Tracker are ready for you on the staff development resources webpage on the Framework for Excellence website.

**Questions on qualification success rates**

15. **What is the qualification success rates measure?**

Qualification success rates (QSR) are the number of studied qualifications achieved as a proportion of the total number of qualifications. This measure has been used by the Learning and Skills Council (LSC), Department for Education and Skills (DfES) and inspectorate for many years.

16. **What is the 6 week ‘period of grace’?**

Since most Work-based Learning (WBL) programmes are roll-on, roll-off with starts spread fairly evenly across the year, using a particular date as the starting point in the year, as in colleges, is inappropriate. Instead, a fixed time period of six weeks after starting the course will be used, during which any WBL learners who leave are excluded from the success rate calculation.

The six weeks’ period was chosen because analysis of work-based learning data shows that the rate of withdrawals remains fairly constant from approximately six weeks into a programme through until the planned end date.
17. **Should I be using the new qualification success rates?**

You should use the new Qualification Success rate (QSR) measure. The new measure will be used as the primary indicator of success rates in 2005/06. The LSC will continue to publish work-based learning success rates based on the old methodology in 2005/06 to allow judgements on progress towards floor targets or three-year development plans to be made on a consistent basis. We will review whether to continue to publish old-methodology success rates.

18. **Will the qualification success rates include partial achievement or include learners who transfer to employment before completion?**

The qualification success rates (QSR) measure is based on achievement of whole qualifications as set out in our policy. The QSR measure is designed to show the proportion of learners, from a starting cohort, who go on to achieve the full qualification.

19. **Why aren’t the new qualification success rates being piloted like the other measures of success?**

Since the new qualification success rates are a development of existing measures that have been used for a number of years it was felt that they should be adopted without a piloting year.

**Questions on recognising and recording progress and achievement (RARPA)**

20. **What is the recognising and recording progress and achievement measure?**

The recognising and recording progress and achievement (RARPA) measure describes an approach to the quality assessment and assurance of non-accredited provision in the learning and skills sector.

21. **When would the RARPA measure be implemented?**

The RARPA measure is being implemented for non-accredited learning in 2005-2006 academic year.

22. **How do new measures of success cover learners on Entry to Employment courses?**
Entry to Employment (E2E) is a work-based learning programme tailored for individual learners. The programme does not lead to accredited qualifications and therefore cannot be treated in the same way as Apprenticeships or NVQs. The Recognising and Recording Progress and Achievement (RARPA) measure applies to E2E.

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