



Leading learning and skills



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Developing excellence in E2E series

Collecting, analysing and using data within E2E

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Hints and Tips for Providers

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For

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Foreword

This is one booklet in a series of 'Hints and Tips for Providers.' These booklets are to be used to promote continuous improvement and the spreading of best practice for those providers who deliver the Entry to Employment (E2E) programme for young people. They will support providers bringing about a marked increase in the quality of their delivery. They have been produced by the Learning and Skills Council Greater Manchester in association with consultants Lynne Clough and Richard Sharples who are the authors of the series.

The 'Thematic Review of Entry to Employment,' published by the Adult Learning Inspectorate in early 2005, stated the areas for improvement within E2E. Some of these are:

- Providers do not use data sufficiently to measure and improve achievement. They tend to collect only that data required by their contracts.
- Few providers make an adequate assessment of individual learners' needs and fewer still follow this up with a well-designed programme of learning.
- General goals/objectives are set, but seldom broken down into smaller, measurable targets. Target setting and reviews of learners' progress are often inadequate.
- In the first year of E2E only thirty four percent of learners progressed into work-based learning, further education or employment. If E2E is to be more successful, it seems reasonable to expect more emphasis on vocational learning and better provision of literacy, numeracy and language and key skills.

The 'Hints and Tips for Providers' series has therefore been developed as an improvement aid for staff delivering the E2E programme. The four booklets in the series cover:

1. Collecting, analysing and using data within E2E
2. Improving initial assessment within E2E
3. Agreeing objectives and targets within E2E
4. Improving positive progression in E2E.

We hope you find that using these booklets will support you in enhancing the experience and skills of learners and improving their opportunities to progress.



John Korzeniewski Executive Director

'In Adult Learning Inspectorate's (ALI) view, too many are failing to collect sufficient data on learners to measure their achievement and set targets for improvement. They tend to collect only the information required by their contracts, which does not give enough information on the sustainability and success of learners' destinations after E2E'

David Sherlock, Chief Inspector of ALI, January 2005

Introduction

This document aims to offer E2E providers a series of hints and tips to support them in the *collection, analysis and use of data* within E2E. Data of course is essential in helping managers reach conclusions about the effectiveness of E2E and individual programmes, and where changes and quality improvements might be needed. Accurate data is also necessary for setting realistic targets for your organisation.

The LSC's *Individual Learner Record (ILR)*¹ requires providers to collect and record information about learners principally at the start and end of their training programme, although some information is recorded during their programme such as the achievement of qualifications. Collective analysis of these records for a cohort or group of learners, can provide organisations with extensive information about how effective their E2E programmes are for learners.

In addition to information required on the ILR, providers need to establish other systems for recording and analysing data gathered during the course of a learner's E2E programme. The learner's *E2E Passport*² provides a mechanism for doing this. In order to make judgements about the effectiveness of current programmes in meeting learners' needs, and the future

planning of training and learning activities, managers will also need to collectively analyse this information for cohorts or groups of learners.

Both the LSC and ALI use data generated from the ILR to make judgements about learner progress and provider performance. It is important to ensure therefore that all learner performance is captured.

? Hint and Tip 1 – Identify what information needs to be collected to complete ILRs

The ILR requires a vast amount of information to be collated from each learner at the start and end of their E2E programme. Certain updates will also be necessary during the course of a learner's programme particularly where qualifications are achieved. It is vital therefore that staff are clear about all the information which needs to be collected and that mechanisms are in place for doing this. The LSC's ILR guidance³ provides clear information on what information needs to be collected for each learner.

³ *Individualised Learner Record 2004/05 –*

WBL/Co-Financed ESF Provider Support Manual, Version 2, LSC, September 2004

? Hint and Tip 2 – Identify responsibilities for the completion of ILR records

It is important to identify who within your organisation will complete learners' ILR records at the start, during and end of their E2E programme. Within E2E likely personnel will include key workers, trainers, tutors and assessors. Information collected will include qualifications being undertaken, achievement of key objectives and qualifications, completion of learning activities, reasons for leaving etc. Where administrators are responsible for recording information and inputting it into a system, it is essential that they receive the necessary, accurate information from their colleagues. Well completed learners' Passports can support this process.

? Hint and Tip 3 – Ensure accurate completion of ILRs

The LSC's ILR guidance document provides guidance on each of the codes to be used when answering questions about the learner (those prefixed with the letter L) and when answering questions about the learning aim (those prefixed with the letter A). Annex 1 provides a quick reference guide as to how some of the important A questions should be coded for E2E learners.

? Hint and Tip 4 – Understand how the LSC uses your ILR data

You need to recognise how the LSC uses data from ILR records to monitor the performance of your E2E programme. If you record learner data inaccurately on the ILR, it goes without saying that the LSC will hold inaccurate information about your E2E programme. Your local LSC will analyse and monitor the performance of providers on a period by period basis. Some of the key areas, which they will be analysing on a period by period and cumulative basis, include:

- Learner recruitment rates (A15 and A16)
- Numbers of learners on E2E programmes
- Length of time learners have been on E2E
- Achievement rates including key objectives and qualifications
- Progression rates (A50) into Employment, Apprenticeship or FE.

Basically the LSC will be looking at the same management information that you should be looking at in order to make judgements about the performance of your E2E programme. It is important however that you do not simply rely on the LSC providing you with this information. What you must do is ensure that your own data agrees with the LSC's, and if there are any inconsistencies let them know.

¹ *Individual Learner Record, WBL/ESF, LSC, 2004*

² *The E2E Passport, LSC, March 2004*

? Hint and Tip 5 – Understand how ALI uses your data

For the first time LSC and ALI use the same measures of learner achievement:

- The percentage of leavers progressing in to positive progression routes (A50)
- The percentage of leavers achieving their key objectives (A35).

This data forms part of a provider's published inspection report within the Foundation area of learning, where E2E is reported. Inspectors make judgements about what the data tells them and include reference to this in the report. Typically before inspection ALI will ask you to provide them with this data and will review it with you during an inspection visit.

? Hint and Tip 6 – Be clear about the difference between main and subsidiary aims recorded on the ILR for E2E learners

For learners on E2E their main aim is regarded as the set of key objectives, recorded on the *E2E programme* section of their *E2E Passport*. These will be the key things which the learner needs to address, to help them to achieve their chosen positive progression route at the end of E2E. Each learner will have their own unique set of objectives. This is recorded on the ILR for all E2E learners as XE2E0001 and reference is not made as to what the individual objectives are.

When a learner leaves E2E the provider will record the extent to which they have met their objectives (fully achieved, achieved one or more, none achieved) using the A35 code values.

Subsidiary aims on the ILR are the qualifications listed on the LSC's *Learning Aim Database (LAD)* which the learner is aiming to complete. Information is recorded for each qualification. Within E2E however, learners may also be aiming to complete other awards and qualifications. The ILR does not record these but they should be recorded within the learner's *E2E Passport*.

Within E2E it is likely that achievement of some qualifications (subsidiary aims) will also form part of a learner's key objectives, particularly where without these they will be unlikely to progress positively.

Subsidiary aims are how you can demonstrate the added value of your provision (over your competitors) for learners.

? Hint and Tip 7 – Identify what information to analyse and produce management reports on

The ILR undoubtedly provides a vast amount of information for each individual learner. Analysis of ILR data for cohorts, or groups of E2E learners, can provide you with key management information about your E2E programme. Useful data to analyse includes:

- How many learners are on your E2E programme at a point in time
- How long have learners been on their E2E programme i.e. their average length of stay
- How many learners started in a given period
- How many learners have left in a given period and for what reasons. Follow up activities may needed to be carried out with those whose reasons are unknown.
- How many learners have achieved their key E2E objectives
- How many learners are working towards

qualifications listed on the *LAD*

- How many learners have achieved qualifications listed on the *LAD*
- How many learners have progressed positively from E2E into an Apprenticeship, Employment or Further Education.

Sometimes you may find it useful to compare the responses from one question with the responses to others, in order to provide you with more detailed information about learners and your programme.

? Hint and Tip 8 – Compare how many learners complete their key objectives with their positive progression route

For E2E leavers compare how many completed their E2E key objectives (A35) against their progression routes (A50). This will allow you to assess the extent to which achievement of key objectives supports positive progression.

? Hint and Tip 9 – Compare how long learners stay on their E2E programme with achievement of their objectives

For E2E leavers compare how long they spent on the programme (Learning end date A31 – Learning start date A27) against achievement of their key objectives (A35). This will allow you to see the distance that the learner travelled in the time that they were with you.

? Hint and Tip 10 – Compare how long learners stay on their E2E programme with their progression routes

For E2E leavers compare how long they spent on the programme (Learning end date A31 – Learning start date A27) against their

progression routes (A50). This will allow you to monitor early leavers and to see how long on average it took learners to progress positively, and if any significant differences exist between different routes.

? Hint and Tip 11 – Analyse what qualifications learners are undertaking as subsidiary aims and the length of time it takes to achieve them

Analyse for both current learners and leavers, which qualifications listed on the LAD learners are undertaking/have undertaken as subsidiary aims (A09) e.g. basic and key skill qualifications, and NVQs during their E2E programme. This will allow you to see which qualifications are most popular for E2E learners.

For those who have completed qualifications, also analyse the length of time that it has taken learners to achieve them. This will allow you to draw conclusions about average lengths of time taken to complete qualifications, and inform the future planning of learners' programmes.

? Hint and Tip 12 – Collect and analyse information on other qualifications learners are working towards during E2E and how long it takes to achieve them

The ILR only allows you to record qualifications (subsidiary aims) included on the LAD and therefore, you will need to collect and keep a separate record of other qualifications and awards which learners are working towards and have achieved during their E2E programmes. This might include awards gained in non-formal educational settings⁴ such as *Youth*

³ *National Framework of Awards in Non-Formal Educational Settings*, The National Youth Agency, 2003

Achievement Awards or the Duke of Edinburgh Awards. Further information on accrediting achievement within E2E can be found in the LSC's *E2E Entitlement Curriculum*⁵, 2004.

Similarly for those who have completed these qualifications analyse the length of time taken to achieve them.

? Hint and Tip 13 – Analyse the proportion of learners who are successful in achieving qualifications within E2E

Analyse the proportion of learners who are successful in achieving qualifications (subsidiary aims). If learners are not achieving qualifications this might mean that improvements are needed in the quality of teaching, training and learning or in the design of individual programmes.

? Hint and Tip 14 – Analyse success rates in achievement of qualifications, key objectives and progression routes for learners from different groups

Analyse whether there are any differences in achievement of qualifications, key objectives and progression routes between learners from different groups using the L13 Sex code and the L12 Ethnicity code. This will allow you to see if any particular groups might be being discriminated against within the training process.

? Hint and Tip 15 – Compare achievement of qualifications with learners' progression routes

For E2E leavers compare how many learners achieved particular qualifications (subsidiary aims) against their progression routes (A50). This will enable you to see if the achievement of certain qualifications impacts upon different progression routes e.g. are learners who achieve basic and key skill qualifications more likely to progress towards Apprenticeship programmes?

? Hint and Tip 16 – Ensure ILR records continue to be updated even after learners leave E2E

Ensure that all achievements and progressions are recorded on ILRs even after learners have left E2E. If you do not do this your E2E performance may not reflect the success of all learners.

? Hint and Tip 17 – Establish a system to track progress towards achievement of learners' key E2E objectives

Learners' key E2E objectives should be focused around helping them achieve their chosen progression route at the end of E2E. The ILR does not have an assigned code for recording achievement of individual objectives during the course of a learner's programme, but it is essential of course that providers do this in order to track progress made since a learner started their programme. For individual learners the *E2E Passport* provides a section for doing this on the *E2E programme* document. Managers however will want to have a clear summary of this information for all learners at any point in time, in order to make judgements

about the effectiveness of the programme and to be aware of instances where learners are making slow progress.

? Hint and Tip 18 – Analyse data to identify trends over time

Look for trends in data over different time periods. Compare your data from this period with an earlier one in the year or your last year's data with this year's. Are your E2E learners more successful now in achieving key objectives and qualifications than previously? Are more learners progressing onto positive routes than previously? Are you recruiting more learners than previously? Trends overtime can help substantiate quality improvements or identify where you need to make changes to the way in which your E2E programme is delivered.

? Hint and Tip 19 – Identify how data can be best presented to make interpretation easy

Data can be presented in a number of formats including tables, graphs and different types of charts. You will need to decide which methods best suit your organisation and in particular those that allow for easy interpretation of the results. If data is presented in a complicated manner, staff may find it difficult and time-consuming to analyse and less useful in decision making. Visual formats, such as simple graphs, can often help the reader see more clearly significant differences in data, rather than lots of data presented in tables and text. Ask your staff teams how they prefer to see data presented in order to assist the decision making process. You may prefer however to do the analysis for them and explain what the data shows.

? Hint and Tip 20 – Allocate responsibilities for producing management information reports

Someone within your organisation should be given the responsibility for producing management information reports and determining at what point in time these should be produced. Some reports you will probably want to produce on a period by period basis e.g. recruitment and progression data, whilst others it might be more appropriate to produce at quarterly, or six monthly intervals e.g. the impact of qualifications on progression routes.

? Hint and Tip 21 – Decide who will need to see each management information report in order to inform the decision-making process

Once your organisation has produced a series of management reports you need to decide who should receive them in order that they can act upon them. Essentially all those who have decision-making responsibilities in relation to the data in question, should receive copies. Others may find it useful to receive reports in order to have an overall insight of the success of your E2E programme.

⁵The *E2E Entitlement Curriculum*, LSC, 2004

? Hint and Tip 22 – Make reference in minutes of meetings as to how management information has informed decision-making

Management and staff meetings obviously provide good forums for discussing management information reports and making decisions as a result. Minutes of meetings should record what decisions have been reached. These are likely to provide a good means of communication within an organisation regardless of its size.

? Hint and Tip 23 – Use management information to help set targets for your EZE programme

Reliable management information will assist your organisation in the process of setting targets for your EZE programme. If for example, you have an accurate picture of the numbers of learners who progressed positively from EZE last year, you will be able to use this information to set targets for the forthcoming year. Likewise if you know what proportion of learners achieved their key objectives last year, you will similarly be able to use this information to set targets for the forthcoming year. Management information produced from learners' ILRs, provides endless opportunities to set targets for various aspects of an organisation's EZE programme.

? Hint and Tip 24 – Use management information when making judgements about organisational strengths and weaknesses

The availability of comprehensive, accurate management information is vital when

carrying out annual self-assessment. Without it you may find that you cannot make certain judgements accurately about your organisation's strengths and weaknesses. If you do not have learner achievement data available for example, you will find it very difficult to make judgements about the impact of the quality of education and training on achievement and standards.

? Hint and Tip 25 – Know what areas you need to focus on to maximise delivery against the LSC three-year development plan

The LSC has agreed milestones with you on participation and progression in EZE. As part of your Annual Review process, the LSC will outline its priorities to you and these should guide the focus of your management information efforts. It is therefore important that you manage your data with this in mind. Attention should be focused on the three key fields A15, A16 and A50 and balanced with other key areas for the LSC such as average length of stay and achievement.

In order to maximise performance in the key areas you may want to consider:

- Following up early leavers or leavers who are recorded as reason not known
- How you can strike a balance between increased participation and increased progression
- How you can maximise a given progression route
- How you can build links with other WBL providers, FE colleges, and employers to maximise progression rates
- How you can join up WBL provision with EZE within your own organisation in order to enhance your programme and facilitate progression

Annexe 1 – Interpreting ILR codes for EZE learners

Code	Description	What does it tell you	What code do I use for EZE learners?
A09	Learning aim reference	<p>Main aim Learners on EZE don't have a learning aim in the same way learners on Apprenticeship programmes do, but they have a series of EZE key objectives identified on the EZE Programme document. These collectively constitute the main learning aim for EZE, therefore the learning aim code (XEZE0001) is to be inserted when they start the initial assessment phase of the EZE.</p> <p>Subsidiary aims The subsidiary learning aims which have been identified. These will usually be agreed at the end of the initial assessment phase when the <i>EZE Programme</i> is prepared. Subsidiary aims for learners on EZE are any qualifications listed on the LAD and listed in the <i>Qualifications, awards and certificates to be achieved during EZE</i> section of the <i>EZE Programme</i> document. For example: a basic skills award or NVQ level 1 would be recorded as subsidiary aims as they can be found on the LAD. Informal awards such as Duke of Edinburgh Awards or ASDAN awards however would not be subsidiary aims on the ILR, as they are not listed on the LAD, but they would be recorded in the <i>Qualifications, awards and certificates to be achieved during EZE</i> section of the <i>EZE Programme</i> document.</p>	<p>Main aim XEZE0001</p> <p>Subsidiary aims Use qualification codes from the Learning Aim Database (LAD)</p>
A10	LSC funding stream	The LSC fund from which the programme is funded, for example: WBL, ESF, other.	40 – work-based learning
A15	Programme type	This generates the EZE funding payments to the provider and identifies the type of programme the learner is undertaking.	09 – EZE
A16	Programme entry route	The entry route taken by the learner when commencing a new or revised programme.	<p>06 – return to WBL, where learner has previously started route on EZE or an Apprenticeship</p> <p>07 – transfer from another provider or LSC area as a result of a contractual change</p> <p>10 – first time entrant to EZE</p>
A27	Learning start date	The date the learner first started their EZE programme and the date that they actually started particular qualifications.	<p>Main learning aim Insert date learner started their EZE programme</p> <p>Subsidiary learning aims Insert the date learning started on the specific subsidiary aim</p>

Code	Description	What does it tell you	What code do I use for E2E learners?
A28	Planned end date	Due to the 6-week initial assessment period it is not possible to enter a realistic planned end date until initial assessment phase has been completed and the <i>EZE Programme</i> document has been agreed with the Connexions PA and learner. All learners should have a planned end date 6 weeks after the start of learning to allow for the initial assessment phase to be completed. Once the initial assessment phase has been completed and the <i>EZE Programme</i> document has been agreed, change the planned end date to reflect the expected length of time required to complete objectives recorded on the <i>EZE Programme</i> document.	
A34	Completion status	The degree of completion of the learning activities leading to the main aim or each subsidiary aim. For both Main and Subsidiary learning aim This is coded as '1' until the learner leaves and then coded as either '2' or '3'.	1 – The learner is continuing or intending to continue the learning activities to the learning aim 2 – The learner has completed the learning activities leading to the learning aim 3 – The learner has withdrawn from the learning activities leading to the learning aim
A35	Learning outcome	Main learning aim Indicates whether the learner has achieved their key objectives on the <i>EZE Programme</i> document Subsidiary aims Indicates whether the learner has completed each subsidiary aim on the <i>EZE Programme</i> document, these are any qualifications listed on the LAD Whilst the learner remains in learning the code should be 9 – continuing in learning.	Main learning aim 1 – Achieved all objectives 2 – Achieved 1 or more objectives 3 – Achieved no objectives Subsidiary aims Where the awarding of the qualification is solely dependant upon an exam see brackets for description 1 – Achieved (Passed the test) 2 – Partially achieved for example: • If the subsidiary aim is a whole NVQ, the learner may have achieved 1 or more units • For key skills code 2 should be used where the learner does not achieve the qualification but passes either the end test or the portfolio

Code	Description	What does it tell you	What code do I use for E2E learners?
			3 – No achievement (Did not pass the test) 4 – Exam taken/assessment completed but the result is not yet known (Awaiting taken but result not yet known) 5 – Learning activities are complete but the exam has not yet been taken and there is an intention to take the exam (Learning activities are complete and the test has not been taken but there is an intention to take it)
A40	The date the main learning aim or each subsidiary aim was completed	Main aim For E2E Main aim (key objectives) record the date these were all completed. If the learner has not completed all their E2E key objectives leave this box blank Subsidiary aims Record the date each qualification was achieved.	Use actual date
A50	The reason the learning has ended	Why a learner has stopped their E2E programme.	02 – Transferred to another E2E provider or E2E in a learning has ended different local LSC area 03 – Learner injury or illness 20 – Progressing to apprenticeship, advanced apprenticeship or NVQ learning 21 – Progressing to FE learning 22 – Progressing to employment 97 – Other 98 – Reason not known. You should not use any other codes for EZE.

Leave blank:

A24 – SOC code

A37 – Number of units completed from a full learning aim

A38 – Number of units required to complete full learning aim

