


**EFA funding, performance and finding efficiencies for 15/16**

10:30 start  
15:30 finish

**Nick Linford**  
Director at Lsect

**Lsect**  
Learning & skills ~ events,  
consultancy and training



**Agenda** Slides will be emailed to you after the workshop

**10:35 EFA funding in 2015/16**  
*Includes: allocation calculation, the funding formula, rates and the Eng & math condition of funding*

**11:50 Break for refreshments**

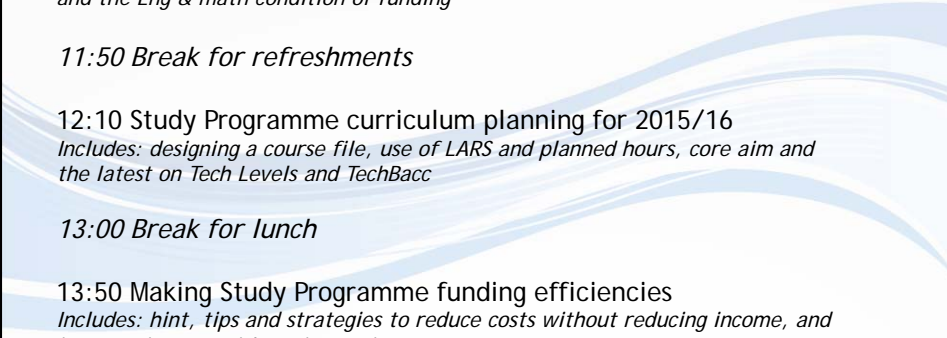
**12:10 Study Programme curriculum planning for 2015/16**  
*Includes: designing a course file, use of LARS and planned hours, core aim and the latest on Tech Levels and TechBacc*

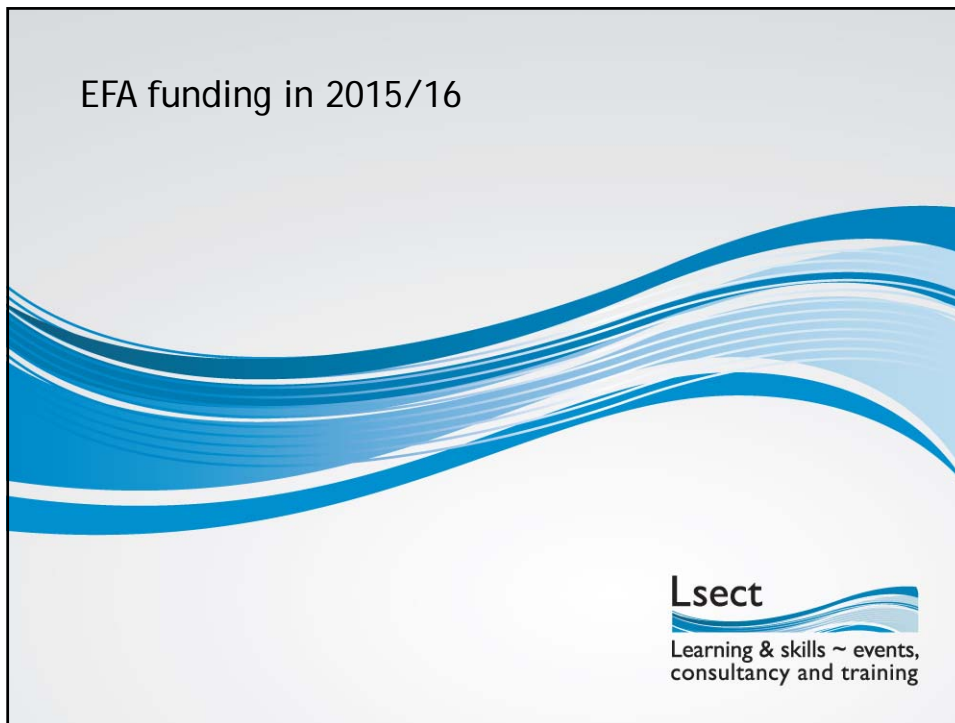
**13:00 Break for lunch**

**13:50 Making Study Programme funding efficiencies**  
*Includes: hint, tips and strategies to reduce costs without reducing income, and increase income without increasing cost*

**14:50 Taking account of the performance regimes**  
*Includes: Ofsted's approach to Study Programmes, the new success rates (QSR) reports and the DfE's 16-19 performance table plans*




**15:30 Workshop end**








### 16-19 EFA funding method very different to SFA

(introduced for 2013/14 and unchanged for 15/16)

  Study program including full-time, part-time and Traineeships\*  - Funding per student  
- Paid based on lagged student number allocation

  Adult Skills Budget, incl classroom, traineeships, apprenticeships\* and other-workplace  - Funding per enrolment  
- Paid based on in-year enrolments

Note: Students up to the age of 24 with a Learning Disability Assessment (LDA) or Education, Health and Care plan (EHCP) also funded by the EFA

\* Traineeships and apprenticeships not the focus of today

## Allocations for 2015/16

On Tuesday 27 January the EFA shared the '16-19 Student Number Statement' with providers, via their Information Exchange

Here is an 'example college' statement, using figures from the EFAs template

All the figures are calculated using a 'lagged student number' calculation (automated process)

Four key data sources:

- 2014/15 ILR R04
- 2013/14 ILR R06 & R14
- 2013/14 ILR R14
- DFE national GCSE math and English data and 13/14 R14

But...no funding values yet applied, so have to assume funding rates same as 14/15

**16-19 Student Number Statement For Academic Year 2015 to 2016**  
Date of issue: January 2015

Name	Example College		
EFA Reference No.	123456		
UKPRN	12345678		
Local Authority	Midshire		
EFA Territory	South		

**Table 1a: Student Numbers**

1.1a	2014/15 R04 Total Students		880
1.2a	2013/14 ratio of R06 (at 1 November) to R14		1,107
1.3a	Total Lagged Student Number		1,085
1.4a	Agreed Exceptional Variations to Lagged Student Number		0
1.5a	Total Student Numbers for 2015/16		1,085

**Table 1b: Distribution of Students by Funding Band**

Planned / Timetabled Hours	Student Numbers in 2013/14			Proportions for 2015/16 allocation	Number of Students allocated in 2015/16	
	16 & 17 year olds	18+ year olds	Total			
1.1b	Band 5	822	0	822	77.33%	839
1.2b	Band 4	6	189	195	18.34%	199
1.3b	Band 3	1	1	2	0.19%	2
1.4b	Band 2	3	1	4	0.38%	4
1.5b	Band 1	23	17	40	3.76%	41
1.6b		FTEs	6.21	4.69	10.9	11.12
1.7b	Total	855	208	1,063	100%	1,085

**Table 2: Funding Factors**

Factors	Value used in 2014/15 allocation	Value for 2015/16 allocation		
2.1	Retention Factor	0.947	0.956	
2.2	Programme Cost Weighting	1.148	1.152	
2.3	Area Cost	1.000	1.000	
2.4	Disadvantage Block 1 - Economic Disadvantage Factor	10.00%	9.90%	
2.5	Disadvantage Block 1 - Care Leavers	7	7	
2.6	Disadvantage Block 2 - Instances attracting funding per student	0.994	0.996	
2.7	Total Number of Disadvantage Block 2 Instances	1,037	1,040	
2.8	of which : instances attracting High Rate	1,025	1,034	
2.9	of which : instances attracting Lower Rate	12	6	
2.10	of which : instances attracting FTE Rate	Students	39	41
2.11	Band 1	FTEs	11.04	11.08

## If you want all the detail from the EFA...

<https://www.gov.uk/government/publications/further-education-funding-factors-academic-year-2015-to-2016>

### And videos

**Changes to EFA funding for 16-19 year olds**

Elisabeth Baines, Education Funding Agency

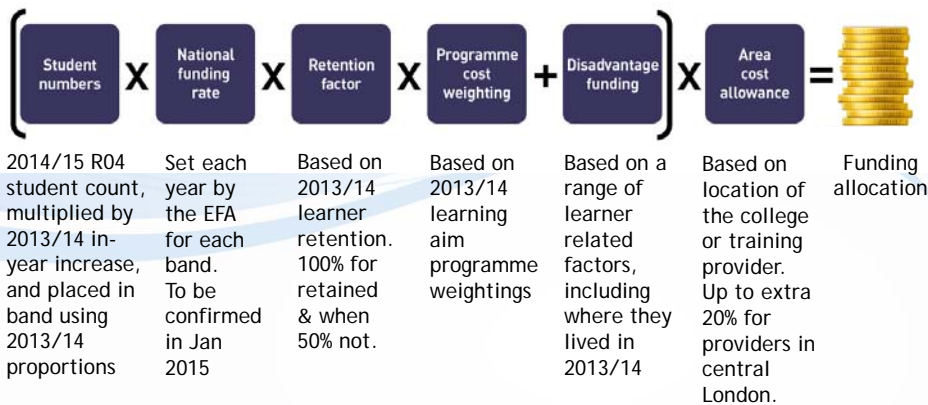
**Post-16 funding allocations**  
17 minute video @ <https://www.gov.uk/16-to-19-education-funding-allocations>

**Introduction to EFA funding**  
18 minute video @ <http://youtu.be/NGtEwPt3zCa>

**Changes to EFA funding**  
A 16 minute video @ <http://youtu.be/gkV5Jt2DEPo>

## Calculating a 2015/16 allocation [\[formula\]](#)

The EFA multiply the funded student numbers by a national funding rate, and then apply historical institutional weightings derived from the 2013/14 ILR R14.



## Student numbers

1.1a	2014/15 R04 Total Students	980
1.2a	2013/14 ratio of R06 (at 1 November) to R14	1.107
1.3a	Total Lagged Student Number	1,085
1.4a	Agreed Exceptional Variations to Lagged Student Number	0
1.5a	Total Student Numbers for 2015/16	1,085

2013/14 learner count at R06 = 960

2013/14 learner count at R14 = 1,063

$$\frac{1,063}{960} = 1.107$$

This ratio is designed to estimate in-year learner number growth

Then total 14/15 students at R04 (980) increased by the ratio (1.107) to arrive at total student allocation for 15/16 of 1,085

*If this is well out of line with your own predictions you should make a business case to the EFA*

And remember, the student needs to have attended long enough to be counted (more on this later)...

Planned number of days in learning	Qualifying number of days
Less than 14 days	Not funded
Between 14 and 167 days	14 (two weeks)
168 days and greater	42 (6 weeks)

### National funding rate

EFA fund per student Study Programmes, based on **planned learner hours** between 1 August and 31<sup>st</sup> July (academic year)

Student status band	Hours required per academic year	Hours funded at	16-17 2015/16 national funding rate*	18 year olds
Full time	540 +	600	£4,000	£3,300
Band 4	450-539	495	£3,300**	£3,300
Band 3	360-449	405	£2,700	£2,700
Band 2	280-359	320	£2,133	£2,133
Band 1	up to 280	% of 600	£6.67 per hour	£6.67 per hour

\*Final 2015/16 national funding rates expected to be confirmed shortly

\*\* 16 and 17 year-olds to be funded at £4,000 for final year of transitional protection

### Example allocation

	16,17		18+		16,17 unweighted	18+ unweighted	Total
	Students	Nat rate	Students	Nat rate			
Band 5 (at least 540 hours)	839	£4,000	0	£3,300	£3,356,500	£0	£3,356,500
Band 4 (450-539 hours)	6	£4,000	193	£3,300	£24,500	£636,694	£661,194
Band 3 (360-449 hours)	1	£2,700	1	£2,700	£2,756	£2,756	£5,513
Band 2 (280-359 hours)	3	£2,133	1	£2,133	£6,532	£2,177	£8,710
Band 1 (up to 279 hours)	Students	23	17				
	FTEs	6.34	4.79	£4,000	£25,358	£19,151	£44,508
	<b>873</b>		<b>212</b>		<b>£3,415,646</b>	<b>£660,778</b>	<b>£4,076,424</b>

$$\left[ \begin{array}{|c|} \hline \text{Unweighted funding} \\ \hline \text{£4,076,424} \\ \hline \end{array} \right] \times \left[ \begin{array}{|c|} \hline \text{Retention} \\ \hline \frac{0.956}{\text{£3,897,062}} \\ \hline \end{array} \right] \times \left[ \begin{array}{|c|} \hline \text{Programme Cost} \\ \hline \frac{1.152}{\text{£4,489,415}} \\ \hline \end{array} \right] + \left[ \begin{array}{|c|} \hline \text{Disadvantage} \\ \hline \text{£951,250} \\ \hline \end{array} \right] \times \left[ \begin{array}{|c|} \hline \text{Area Cost} \\ \hline \frac{1.00}{\text{£5,440,665}} \\ \hline \end{array} \right] = \left[ \begin{array}{|c|} \hline \text{Allocation} \\ \hline \text{£5,440,665} \\ \hline \end{array} \right]$$

See full spreadsheet where you can put in your own numbers here: [lsect.co.uk/EFA-15-16-example-college-allocation.xlsx](http://lsect.co.uk/EFA-15-16-example-college-allocation.xlsx)

## Maths and English condition of funding (CoF)

Online guidance published 4<sup>th</sup> December: <https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding>

“From 2014 to 2015 academic year all students; starting a new study programme of 150 hours or more, aged 16 to 18, or aged 19 to 25 if they have a Learning Difficulty Assessment or Education and Healthcare Plan, who do not hold a GCSE grade A\*-C or equivalent qualification in maths and/or in English, are required to be studying these subjects as part of their study programme in each academic year.

“Any student who does not study one of the approved qualifications in this note, in each academic year, will be removed from the lagged student numbers in future years. The approved qualifications are either GCSE or a Level 1/Level 2 certificates (approved IGCSE) counting towards the English Baccalaureate (EBacc) measure, or an approved stepping stone qualification.”

“The funding will be removed from future allocations at the national funding rate per student, for the relevant year. This will be the full time national funding rate or the relevant part-time funding rate for that student. Initially this will be deducted in academic year 2016 to 2017 at the funding rates for 2016 to 2017. Other elements of the funding such as disadvantage will not be affected.”

## Maths and English CoF for 2015/16

Online guidance published 4<sup>th</sup> December: <https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding>

“For academic year 2015 to 2016 the same condition applies as applied in 2014 to 2015. **In addition** full time students (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if age 18) starting their study programme who have a grade D GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE or approved IGCSE qualification, rather than an approved stepping stone qualification.”

“There are two exemptions to the condition of funding in 14/15 and 15/16:

- Students with learning difficulties and/or disabilities, who are assessed as not able to study either GCSE or stepping stone qualifications;
- Students with overseas qualifications that are established as equivalent to GCSE grade C.”

LARS has a flag for eligible quals, and there is an ILR ‘business report’ in the SFAs Hub to identify CoF student status

EFA 16-19 Maths and English GCSE status by student

Student Reference	Surname	Forename	Date of Birth	Maths GCSE status	English GCSE status	Funding Band
				Doesn't have Maths, Studying Maths	Doesn't have English, Studying English	400+ hours (Band 4a)
				Has Maths, Not Studying Maths	Has English, Not Studying English	Up to 270 hours (Band 1)
				Doesn't have Maths, Not Studying Maths	Doesn't have English, Not Studying English	400+ hours (Band 4a)
				Has Maths, Not Studying Maths	Doesn't have English, Not Studying English	400 to 440 hours (Band 3)
				Has Maths, Not Studying Maths	Doesn't have English, Not Studying English	Up to 270 hours (Band 1)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398167/nat-FIS\\_EFAreportsguidance\\_FIS\\_2014-15\\_20\\_Jan\\_v2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398167/nat-FIS_EFAreportsguidance_FIS_2014-15_20_Jan_v2.pdf)



## Large programme uplift

Online guidance published 15<sup>th</sup> December: <https://www.gov.uk/16-to-19-funding-large-programme-uplift>

Important to mention, as delivery in 2014/15 and 2015/16 will determine if any large programme uplift will be funded in 2016/17 (the year the 3 year transitional protection ends)

For 2016/17 allocations a 10% or 20% uplift to the full time rate for 16 and 17 year-olds applied to large programmes that meet the size and achievement criteria

The calculation will be based on R14 for this year (2014/15)

**A Levels:** study programmes of four A2 or linear A level qualifications at grade B or above receive a 10% uplift. 20% for five or more

**International Baccalaureate:** Students who complete the full level 3 IB Diploma and achieve 28 or more points will attract a 20% uplift

**TechBacc:** Students who achieve the TechBacc in the equivalent of 4 A levels in size will attract a 10% uplift. Students who achieve in the equivalent of a full level 3 international baccalaureate in size will attract a 20% uplift (more on TechBacc later)

## And EFA's October letter about allocations and funding for 15/16

No indication of changes for 2015/16

With exception of:

- Eng & Math CoF
- Large programme uplift

A letter explaining the funding for academic year 2015 to 2016 for students aged 16 to 19 and high needs students aged 16 to 25

**Document**

[October 2014: Funding for academic year 2015 to 2016 for students aged 16 to 19 and high needs students aged 16 to 25](#)  
PDF, 241KB, 12 pages

**Detail**

Peter Mucklow, National Director of Young People at Education Funding Agency has written to the sector explaining funding for the academic year 2015 to 2016 for students aged 16 to 19 and high needs students aged 16 to 25.

Areas included in the letter are:

- national funding formula and funding rates
- formula protection funding
- maths and English condition of funding
- large programme uplift 2016 to 2017
- study programmes
- high needs students
- Traineeships
- discretionary bursaries
- free meals for disadvantaged students in FE
- new sixth forms at existing schools
- institutional planning and the allocations timeline 2015 to 2016

<https://www.gov.uk/government/publications/16-to-19-funding-funding-for-academic-year-2015-to-2016>

### Timeline (according to October letter)

December	<ul style="list-style-type: none"> <li>ILR R04 deadline (4<sup>th</sup>) – first EFA return for 2014/15</li> <li>EFA informs FE institutions of funding factors for 2015/16 based on ILR data for 2013/14</li> <li>Outcome of exceptional cases process for high needs confirmed to local authorities and institutions</li> <li>High needs budgets confirmed to LAs</li> <li>LAs and institutions inform EFA of any infrastructure changes for 2015/16</li> </ul>
January 2015	<ul style="list-style-type: none"> <li>EFA informs FE colleges of the student number count from their autumn R04 ILR return</li> <li>EFA informs schools and academies of their funding factors and lagged student numbers for 2015/16 based on the autumn census</li> <li>EFA confirms final 2015/16 high needs place numbers</li> <li>EFA confirms final national budget, student numbers and funding rates</li> </ul>
February	<ul style="list-style-type: none"> <li>ILR R06 deadline (5<sup>th</sup>)</li> <li>EFA sends out allocations including high needs place numbers, to all institutions as final data is available</li> </ul>
March	<ul style="list-style-type: none"> <li>EFA sends allocations to institutions where lagged numbers are based on R06</li> <li>Deadline for institutions to return any business cases in relation to exceptional circumstances affecting their allocation, excluding high needs</li> </ul>
April	<ul style="list-style-type: none"> <li>EFA reviews business cases and informs institutions of the outcomes</li> <li>Institutions to declare their planning figures for Traineeships to the EFA</li> </ul>

## Study Programme curriculum planning for 2015/16



## Study programmes and planned hours

Typical voc full time study programme you would expect to see:

- Voc qualification/s
- Eng and maths ← The only one which has a 'condition of funding'
- Work placement
- Tutorial & similar

Every student enrolment is recorded in the ILR (with one being identified as the 'core aim')

For the learner, a total number of planned learner qualification hours, and total number of planned non-qualification hours are recorded

The EFA add together the qual and non-qual planned hours in the ILR for the learner to determine which hour band the learner is funded from

## Definition of planned hours

All activities in a student's learning plan or timetable which are:

- Planned
- Supervised and/or organised by a member of staff
- Taking place usually within the institution's normal working pattern - including twilight sessions provided they meet the other principles
- The institution should be able to evidence that they have incurred a recognisable cost in delivering that activity.
- The planned hours recorded on data returns need to be supported by auditable evidence of eligible timetabled activity.

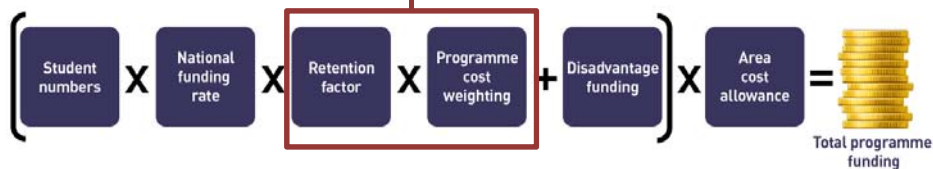
<https://www.gov.uk/16-to-19-education-funding-guidance>

## Core aim in the ILR is critical for EFA funding

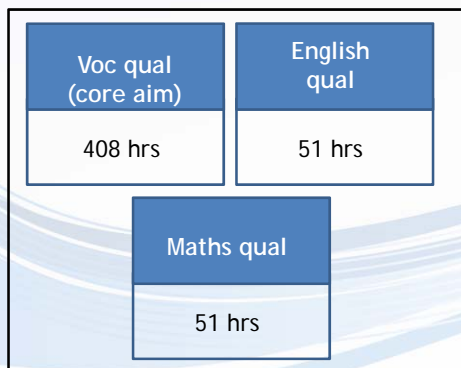
<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2014-to-2015>

Aim type			
<b>Definition</b>	The type of aim recorded		
<b>Reason required</b>	To differentiate between programme aims, <b>EFA funded core aims</b> , component learning aims within a programme and learning aims that are not part of a designated programme (as defined in the Programme type field)		
Schema definitions			
XML element name	AimType	Mandatory	Y
Field length	1	Data type	xs:int
Minimum occurrences	1	Maximum occurrences	1
Part of	Learning Delivery		
Collection requirements		Prog. Aims	Validated
Collected for all aims		Yes	Yes – schema
Valid entries			
1	Programme aim		
3	Component learning aim within a programme		
4	Learning aim that is not part of a programme		
5	<b>Core aim – EFA funded learning aims only</b>		

Both only based on the core aim

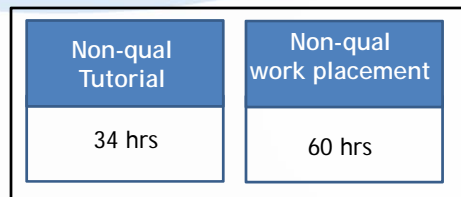


## Qual and non-qual planned hour (example)



= 510 Planned learning hours in the ILR\*

Funded as full time study programme as 604 planned hours is above the 540 minimum



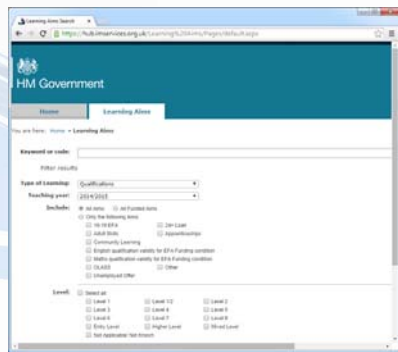
= 94 Planned employability, enrichment and pastoral hours in the ILR\*

\*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/325093/ILRSpecification2014\\_15\\_v3\\_1\\_26June2014b.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325093/ILRSpecification2014_15_v3_1_26June2014b.pdf)

## Designing a course file - picking your quals

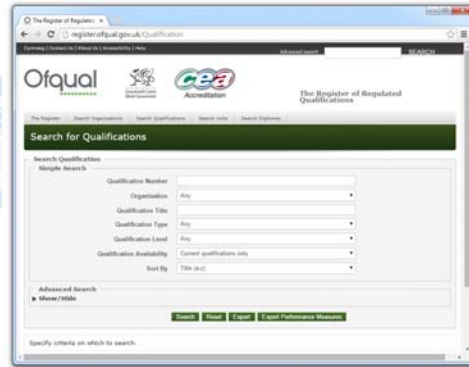
Two key online databases - lets take a closer look

### SFA's LARS



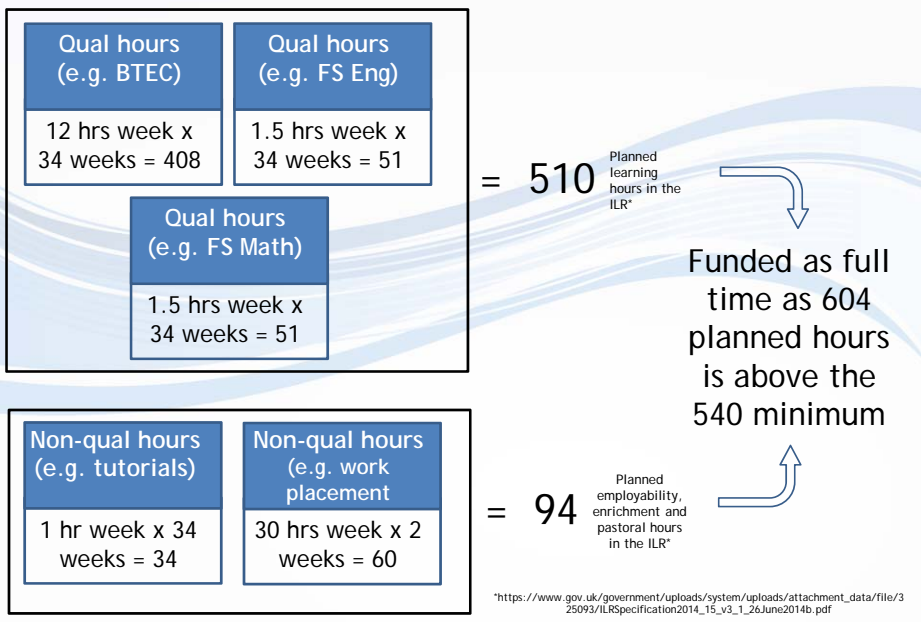
<https://hub.inservices.org.uk/Learning%20Aims/Pages/default.aspx>

### Ofqual's register




<http://register.ofqual.gov.uk/Qualification>


## Curriculum planning Study Programmes (example)



## Tech certificates (L2) and tech levels (L3)



Let's take a closer look, but remember "Schools and colleges may offer qualifications that are not included in the performance tables"



**Level 2** qualifications which will be reported in the **technical certificate** category of the 2017 16-19 performance tables (to be published in early 2018). They will be reported alongside qualifications such as A Levels and other vocational qualifications. An update to this list will be published in February 2015.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/384444/Technical\\_Certificates\\_2017\\_list.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384444/Technical_Certificates_2017_list.pdf)

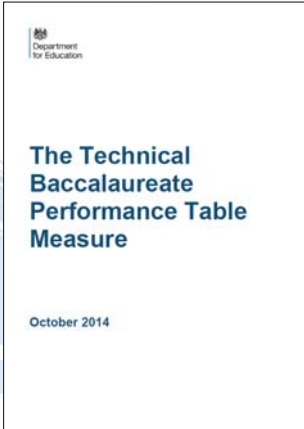
**Level 3** qualifications which will be reported in the **tech level** category of the 2017 16-19 performance tables (to be published in early 2018). They will be reported alongside qualifications such as A Levels and other vocational qualifications. An update to this list will be published in February 2015.

Tech levels count towards the **TechBacc** (technical baccalaureate) performance measure.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/384447/Tech\\_Levels\\_2017\\_list.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384447/Tech_Levels_2017_list.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/340981/2016\\_L3\\_16-19\\_AGQ.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340981/2016_L3_16-19_AGQ.pdf)

## Technical Baccalaureate (TechBacc)



"The TechBacc measure is aimed at ambitious, talented students that want to pursue a technical career"

"The group most likely to opt for courses to be included in the measure is the circa 25% of students that study advanced (level 3) vocational qualifications, having already achieved grades A\*-C in GCSE maths and English before entering post-16 education."

To achieve the TechBacc, students will need to attain:

- an approved level 3 tech level qualification;
- an approved level 3 mathematics qualification;
- an extended project qualification.

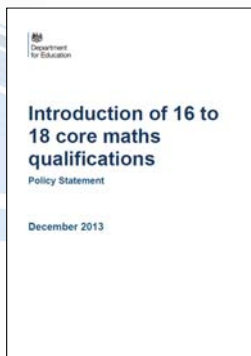
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/366677/The\\_Technical\\_Baccalaureate\\_performance\\_table\\_measure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/366677/The_Technical_Baccalaureate_performance_table_measure.pdf)

Note: Not included in the TechBacc, but there are also 'applied general qualifications' that will be included in the new performance tables

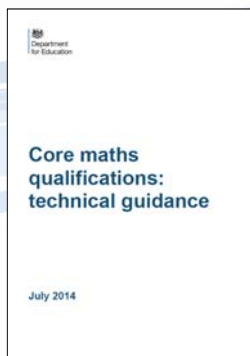
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/340981/2016\\_L3\\_16-19\\_AGQ.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340981/2016_L3_16-19_AGQ.pdf)

## New core maths L3 qualifications

“New Core Maths qualifications have been developed to suit students who have achieved at least a grade C in GCSE maths, studying a range of post-16 courses including academic, Tech Level and Applied General qualifications. Over time, we expect the study of Core Maths to become the norm for students with a GCSE who do not take A level or AS level maths.”



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/266717/Policy\\_statement\\_on\\_16-18\\_Core\\_Maths\\_qualifications\\_-\\_final\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/266717/Policy_statement_on_16-18_Core_Maths_qualifications_-_final_3_.pdf)



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/327965/Core\\_Maths\\_Technical\\_Guidance\\_-\\_July\\_2014\\_amended\\_PT\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/327965/Core_Maths_Technical_Guidance_-_July_2014_amended_PT_.pdf)

5 Dec 2014: “School Reform Minister Nick Gibb announces 6 new core maths level 3 qualifications”

<https://www.gov.uk/government/news/launch-of-new-high-quality-post-16-maths-qualifications>

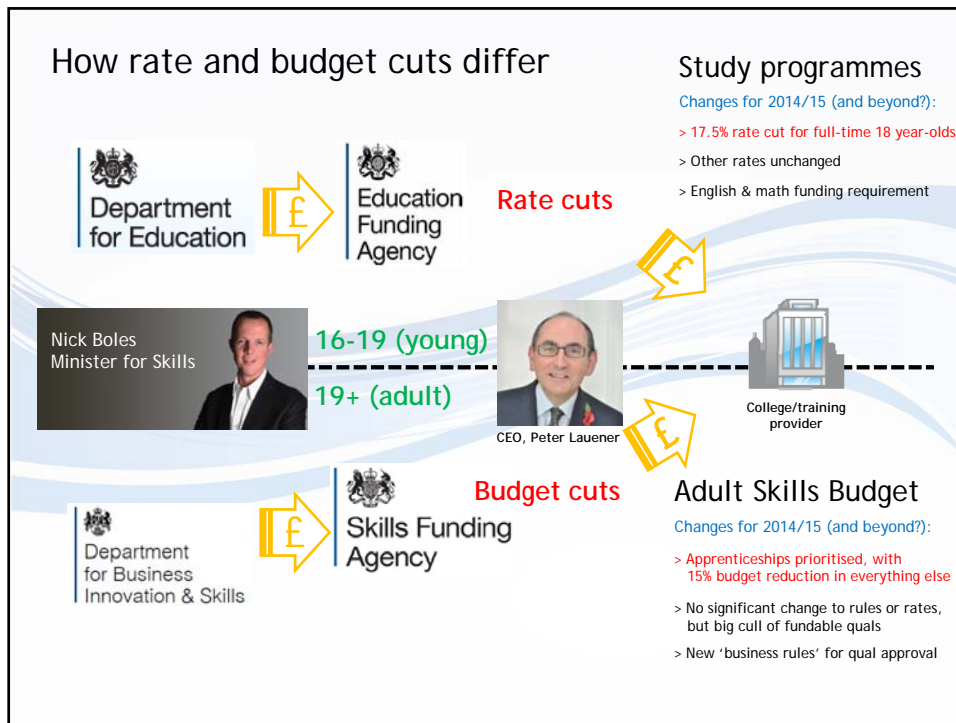
Includes City & Guilds, OCR, Pearson and AQA

And there are 7 extended project qualifications (EPO) on the Ofqual register

<http://tinyurl.com/m9nujeh>

## Making Study Programme funding efficiencies

**Lsect**  
Learning & skills ~ events, consultancy and training



## Very different solutions to less funding

How to find more non-course expenditure savings (**efficiencies**) at same time as implementing English and maths for all and work placements?

16-19 (young) Rate cuts

-- Should we invest in Traineeships?

19+ (adult) Budget cuts

Which funded courses to **scrap** and make redundancies, or reduce subcontracting instead?

What's the strategy if growth or at least making up the cut? International, fees, HE, apprenticeships, loans?



## Finding more 16-19 efficiencies (part 1)

### The classics

(hard to argue against)

Improve room and staff utilisation

Increase recruitment and class size

Planned hour (funding) band optimisation

Raise funded retention

Reduce non-starters (do you know & compare volumes?)

**Do you have strategies and targets for all of these?  
Are you monitoring, and clear how to determine success?**

## Finding more 16-19 efficiencies (part 2)

### Also

(more tricky)

Reducing non-teaching costs (e.g. management, administration, facilities)

Increasing proportion of agency teaching staff

Utilising cost-effective online learning (eg for Eng & maths)

Renegotiating staff contracts

Cross-subsidising (e.g. with adult fee or international income)

Subcontracting or contracting out elements

## Efficiency summary

Less funding per learner, and likely to continue to fall

Ofsted and future data to focus on more than just the quals

And Study Programme probably more costly to deliver

So more efficiencies needed



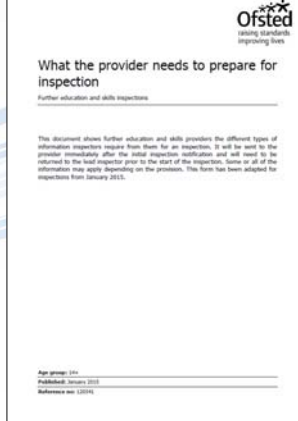
Top priority for all providers, every year, should be increasing both full-time funded learner volume and class size, and removing inefficient costs

Other efficiencies will be more or less appropriate based on circumstance

How well do you know your organisation?...

## Taking account of the performance regimes

## Ofsted approach to Study Programmes

 <p><b>Transforming 16 to 19 education and training: the early implementation of 16 to 19 study programmes</b></p> <p>The purpose of this survey was to evaluate how effectively further education and skills providers and schools and academies with sixth forms have implemented the 16 to 19 study programmes introduced in August 2012 and made the best use of the changed funding arrangements for 16-19-year-olds. The handbook for this survey was carried out between September 2013 to April 2014.</p> <p>Age group: 16-19 Published: November 2014 Reference no: 19120</p>	 <p><b>Handbook for the inspection of further education and skills</b></p> <p>For use from September 2012</p> <p>The Handbook for the inspection of further education and skills is in two parts. Part one is Conducting further education and skills inspections. It is guidance for inspectors and provides on the preparation for, and the implementation and conduct of, inspections. Part two is the Evaluation schedule for the inspection of further education and skills. It provides the main considerations for inspectors under each of the Common Inspection Framework's principal criteria, and the grade characteristics for each aspect and for overall effectiveness.</p> <p>Age group: 16+ Published: January 2012 Reference no: 12001</p>	 <p><b>What the provider needs to prepare for inspection</b></p> <p>Further education and skills inspections</p> <p>This document shows further education and skills providers the different types of information inspectors require from them for an inspection. It will be sent to the provider immediately after the initial inspection notification and will need to be returned to the lead inspector prior to the start of the inspection. Some or all of the information may apply depending on the provision. This form has been adapted for inspections from January 2015.</p> <p>Age group: 16+ Published: January 2015 Reference no: 15001</p>
<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379904/Transforming_2016_20to_2019_20education_20and_20training_20the_20early_20implementation_20of_2016_20to_2019_20study_20programmes.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379904/Transforming_2016_20to_2019_20education_20and_20training_20the_20early_20implementation_20of_2016_20to_2019_20study_20programmes.pdf</a></p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393485/Handbook_for_the_inspection_of_further_education_and_skills.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393485/Handbook_for_the_inspection_of_further_education_and_skills.pdf</a></p>	<p><a href="https://www.gov.uk/government/publications/what-the-provider-needs-to-prepare-for-inspection-further-education-and-skills">https://www.gov.uk/government/publications/what-the-provider-needs-to-prepare-for-inspection-further-education-and-skills</a></p>

## Ofsted says...

“The key requirements of study programmes are that they should:

- be individualised and provide progression to a higher level of study than learners' prior attainment to meet clear educational and career aspirations
- include qualification(s) that stretch the learner and link clearly to progression routes to training, employment or higher education, or include an extended period of work-experience/work preparation for those learners who are not ready to study for a substantial qualification at level 2, or a traineeship
- include continued teaching, to enable learners to work towards achieving English and mathematics GCSE grades A\* to C, for those who do not already hold these, or other interim/stepping stone qualifications towards achieving these GCSEs
- allow for meaningful work experience (related to the vocational area) or other non-qualification activity to develop learners' personal skills and/or prepare them for employment, training or higher/further education.”

## Success rates (EFA and SFA)

### Terminology for 2013/14

**Leaver** = Used to be called a starter. Think of as an eligible enrolment (i.e. funded and planned to end in the relevant year)

**Retention rate** = % of leavers (used to be called starts) that completed

**Achievement rate** = % of completed that passed

**Success rate** = % of leavers (used to be called starts) that passed

### Calculation for 2013/14

Retention rate =  $\frac{\text{Retained}}{\text{Leaver}}$

Achievement rate =  $\frac{\text{Achieved}}{\text{Retained}}$

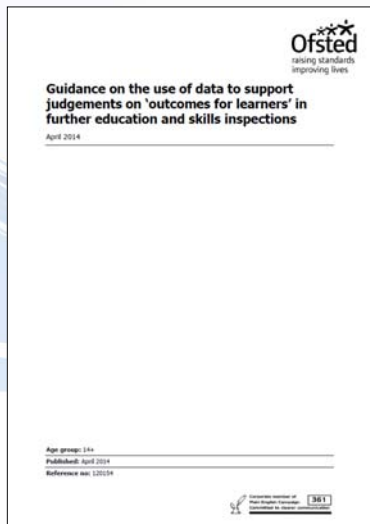
Success rate =  $\frac{\text{Achieved}}{\text{Leaver}}$   
Or same answer with  
 $\text{Retention rate} \times \text{achievement rate}$

## New qualification success rates (QSRs)

At the end of January the SFA published final versions of the 2013/14 QSRs, which replaces duration categories for qualification types, and now includes functional skills

Qual type	Leavers	Retention rate	Achievement rate	Success rate	Qual type
All					
A-Level					A
AS-Level					A
Access to HE					A
Award					B
Certificate					A
Diploma					A
ESOL					B
Functional Skills					B
GCSE maths and English					A
GCSE other					A
Other non-regulated					B
Other regulated					B
QCF Unit					B

## Beyond success rates



<http://tinyurl.com/qxexlub>

"Success rates remain an important measure of performance. They measure the proportion of learners that complete a qualification successfully in relation to the number that start the programme. This approach will continue to be applied to most qualifications; however, the concept of what constitutes 'success' will in future be considered more widely. For example, Ofsted will consider the range of data available through reformed Key Stage 5 performance tables. New performance measures being produced by DfE and BIS will also be considered. These will include data on **progression and destinations.**"

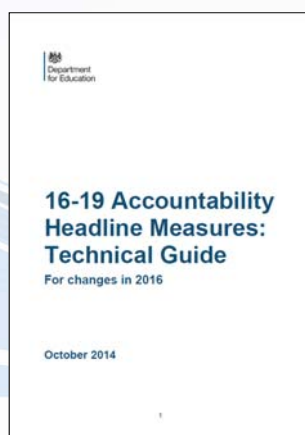
### SAR

"Ofsted doesn't require a provider to produce a self-assessment report in any one format. It's considered to be a continual process that involves managers, staff, learners, employers, subcontractors and other partners. In particular the report will:

- evaluate learners' progress and achievement
- set targets for improvement and plan action
- help develop the provision for the benefits of learners."

<http://tinyurl.com/kz5juez>

## New 16-19 performance tables



[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/359909/Technical\\_Guide\\_final\\_for\\_publication.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359909/Technical_Guide_final_for_publication.pdf)

Five headline measures will be published:

- progress
- attainment
- progress in English and maths
- retention
- destinations

"These measures will provide a rounded picture of provider performance which will be used in a range of ways: informing student choice; informing a provider's own self-assessment and benchmarking; informing Ofsted's inspection regime; and informing government's performance management of the 16-19 sector."

First applied to courses ending in 2015/16 with "The outcomes will be reported in 16-18 performance tables in January 2017"

See guide in Schools Week: <http://schoolsweek.co.uk/wp-content/uploads/2015/01/NOIFULL.pdf>

## Final Q&A

### My upcoming workshops

**Subcontracting funding conference**  
27<sup>th</sup> Feb in London and 2<sup>nd</sup> March in Manchester

**DSAT ant ILR funding audit workshop**  
11 Feb in London and 12 Feb in Manchester

**Apprenticeship reform conference and exhibition**  
9<sup>th</sup> and 10<sup>th</sup> March in London

**Spring FE data conference**  
12<sup>th</sup> March in London

**Traineeship (16-24) funding workshop**  
23<sup>rd</sup> March in London and 26<sup>th</sup> March in Leeds

Visit [www.lsect.com](http://www.lsect.com) to register

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