English and maths funding and reform conference

Monday 18 May

10:30 start
16:00 finish

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Agenda

10:35 The EFAs English & maths Condition of Funding
Nick Linford

11:40 Break for refreshments and networking

11:50 SFA funding and available qualifications for E&M
Nick Linford

12:20 Findings from the ETF review of func skills qualifications, and what next.
Professor Ed Sallis OBE, Chair of the ETF Review of Functional Skills

13:00 Break for lunch and networking

13:50 What does outstanding look like?
Karen Adriaanse HMI, Ofsted's lead on English and maths (and writing the new CIF)

14:30 Beyond 2015/16: Critical aspects of reforms, including GCSEs
Gemma Gathercole, Head of Policy FE & Funding, OCR
Naomi Nicholson, Director of Strategic Relationships for Voc Quals, Ofqual

15:30 Funding auditor approach and tips for E&M
Nick Linford

16:00 Conference end *(Nicky Morgan webinar for those that would like to stay)*

The EFAs English & maths Condition of Funding

Nick Linford
Director at Lsect

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

EFA funding for English and maths

Typical 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 Individualised Learner Record (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

National funding rate

EFA fund per student Study Programmes, based on planned learner hours between 1 August and 31st 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 now confirmed (same as 2014/15)

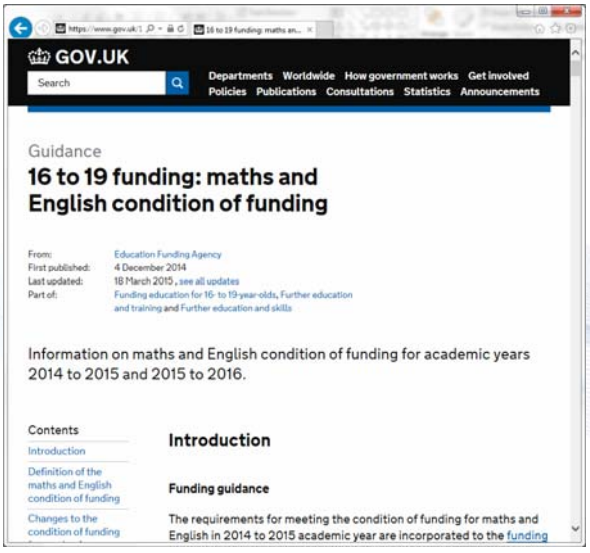
EFA per student lagged funding allocations

To calculate 2015/16 allocations the EFA multiply the funded student numbers by a national funding rate, and then apply historical institutional weightings derived from the final 2013/14 ILR.

Student numbers	National funding rate	Retention factor	Programme cost weighting	Disadvantage funding	Area cost allowance	Funding allocation
2014/15 R04 student count, multiplied by 2013/14 in-year increase, and placed in band using 2013/14 proportions	Set each year by the EFA for each band.	Based on 2013/14 learner retention. 100% for retained & when 50% not.	Based on 2013/14 learning aim programme weightings	Based on a range of learner related factors, including where they lived in 2013/14	Based on location of the college or training provider. Up to extra 20% for providers in central London.	

Any learner failing to meet the English and maths condition of funding by the end of 2014/15 will be excluded from the 2016/17 allocation

English & maths Condition of Funding (CoF) webpage



Introduction

Definition of the maths and English condition of funding

Changes to the condition of funding for academic year 2015 to 2016

Students covered by the condition of funding

Qualifications approved for teaching to 16 to 19 year olds that meet the condition of funding

Summary of requirements

Exemptions to the condition of funding

Recording and monitoring of exemptions

Impact on reconciliation for Commercial and Charitable Providers (CCPs)

Performance measures and monitoring

Queries on the condition of funding

Other useful information

https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding#performance-measures-and-monitoring

English and math CoF summary

The simple definition:

"Any student enrolled on a new study programme from academic year 2014/15 (1st August 2014 to 31 July 2015) who does not have a grade C or above in maths and/or in English GCSE must be studying these subjects. This can be either a GCSE or a stepping stone qualification."

But not quite so simple:

> Learners with less than 150 planned hours exempt

> Some qualifications 'recognised' as equivalent to GCSEs for CoF

> Students with LDD are exempt from the CoF

> Stepping stone qualifications need to be eligible for the CoF

> Different CoF rule for full time learners with GCSE grade D for 2015/16

> 'Studying' means the qualifying period must be met

https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding

Quals 'recognised' as equivalent to GCSEs for CoF

The following qualifications in maths, English language and literature are treated as equivalent to GCSE A*-C. **So would have met CoF on entry**

> Ofqual approved GCSEs grade A*-C offered and funded in England ;
> Ofqual approved GCSE offered in England (equivalent grade to be confirmed);
> Level 1/Level 2 certificates, commonly known as regulated IGCSEs grade A*-C;
> Unregulated IGCSEs grade A*-C;
> GCSEs grade A*-C obtained in Wales;
> GCSEs grade A*-C obtained in Northern Ireland;
> Scottish Intermediate 2 certificates grade A-C;
> Scottish Standard Grades (credit Level) grade 1 to 2;
> Scottish National 5 certificates grade A-C;
> A and AS levels at any grade.

> Plus overseas qualifications

"Institutions are required to establish that the qualification is in fact equivalent to GCSE A*-C. This is determined by using the UK's national agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world, the National Academic Recognition Information Centre (UK NARIC)."

https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding

Students with LDD are exempt from the CoF

"There is a small number of students who are not able to take a GCSE or a stepping stone qualification, for example those with multiple and complex needs. These students can be exempt from studying qualifications but appropriate literacy and numeracy should still be included in their study programme."

"An institution may decide that a student with learning difficulties cannot study maths or English at GCSE or stepping stone level. In this case, in addition to the student's statement of Special Educational Need, a Learning Difficulty Assessment or an Education Health and Care Plan, the institution must hold an evidenced assessment that the student is not able to study these subjects."

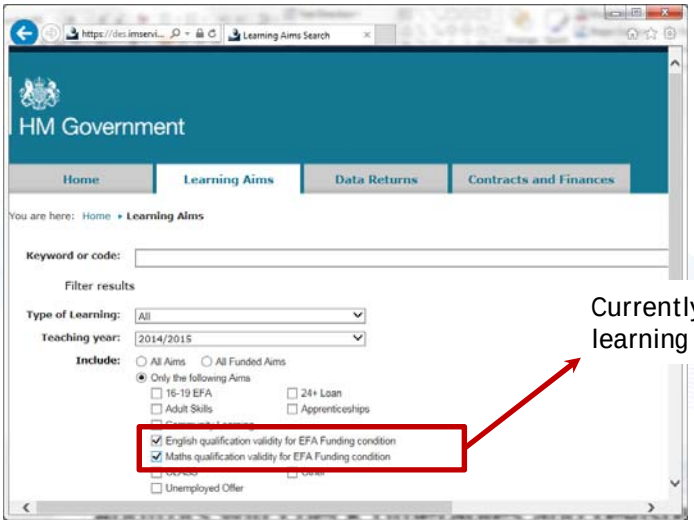
"We do not expect to give further detailed advice on the format or on who should conduct the assessment. This is for institutions to decide. Exemptions will be monitored from the data institutions submit rather than on an individual basis.

"Institutions should keep evidence that justifies their decision that a student is exempt. This information must be available to auditors appointed to test the use of EFA funding and Ofsted inspectors."

https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding

Stepping stone quals need to be eligible for the CoF

LARS verifies if Eng & maths qual are eligible for the CoF



Currently 487 eligible learning aims

https://des.imservices.org.uk/Learning%20Aims/Pages/default.aspx

CoF rule for full time learners with GCSE grade D for 2015/16

A full time student (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if age 18) who has grade D in maths and/or in English will need to be enrolled on GCSE or approved IGCSE in the subjects and required to continue to study until they achieve at least a grade C or are no longer EFA funded.

"Note: Students commencing their study programme in autumn 2015 and planning to follow a two year GCSE course must enrol on a new GCSE qualification because the current GCSEs will not be available when students are examined in June 2017. The last examination for the existing GCSE will be in June 2016 with retakes in November 2016."

Failure to meet this tougher CoF in 2015/16 would mean the student would be removed from 2017/18 allocations

https://www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding

'Studying' means the qualifying period must be met

The learner (ILR) data contains start and planned end data, as well as actual end data when a learner withdraws or finishes

Planned number of days in learning	Qualifying number of days
Fewer than 14 days (even early completions)	Not funded
Between 14 and 167 days	14 (two weeks)
168 days (24 weeks) and greater	42 (6 weeks)

If an enrolment does not meet the qualifying criteria it will not be counted for learner or funding purposes

Qualifying period makes some CoF failure inevitable

Learner A

Level 3 voc qual — Last date of attendance in 6th week (43rd day)

Func skills English — Last date of attendance in 6th week (44th day)

Func skills maths — Last date of attendance in 5th week (40th day)

Counted, but fails to meet CoF

Learner B

Level 3 voc qual — Last date of attendance in 5th week (40th day)

Func skills English — Last date of attendance in 6th week (44th day)

Func skills maths — Last date of attendance in 5th week (43rd day)

Counted, and meets CoF

Accurate last dates of attendance important

But also accurate start dates

Learner A

Level 3 voc qual — Last date of attendance in 6th week (43rd day)

Func skills English — Last date of attendance in 6th week (43rd day)

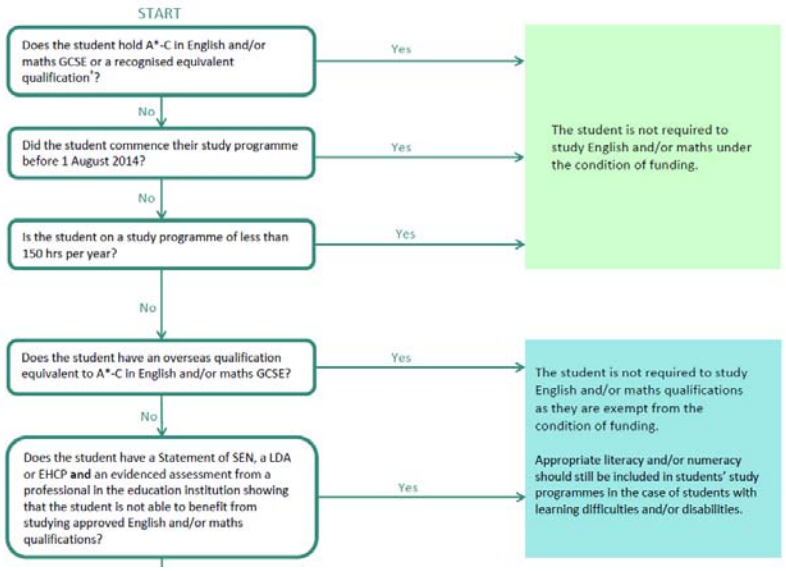
Func skills maths — Last date of attendance in 6th week but first date of attendance was in 2nd week (40th day)

Counted, but fails to meet CoF

Auditors will check timetables and registers to ensure accurate start and withdrawal dates where they see 0% CoF fails. It looks suspicious.

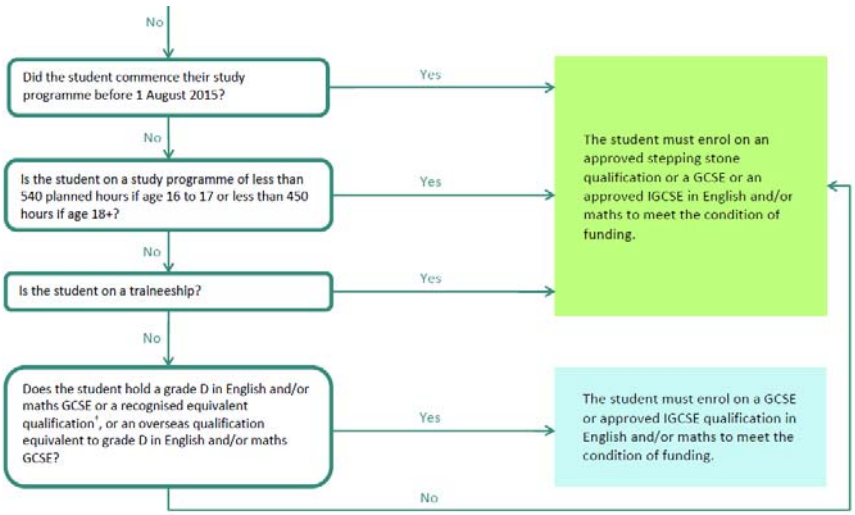
More on audit later

The EFAs Eng & math CoF flowchart (part 1)



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414324/Flowchart_EM_CoF_final_Jan_2015_NRNL_v2.pdf

The EFAs Eng & math CoF flowchart (part 2)



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414324/Flowchart_EM_CoF_final_Jan_2015_NRNL_v2.pdf

New ILR fields

Skills Funding Agency

Specification of the Individualised Learner Record for 2015 to 2016

Version 2.1

April 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424785/ILRSpecification2015_16_v2_1_April2015.pdf

GCSE maths qualification grade

The highest examination grade awarded to the learner for a GCSE maths

GCSE English qualification grade

Definition	The highest examination grade awarded to the learner for a GCSE English Language or Literature qualification.		
Reason required	To establish whether the learner meets the EFA condition of funding.		
Schema definitions			
XML element name	EngGrade	Mandatory	N
Field length	4	Data type	RestrictedString
Minimum occurrences	0	Maximum occurrences	1
Part of	Learner		
Collection requirements			
EFA funded	Collected for all learners		
Skills Funding Agency funded	Not collected		
Non-funded	Not collected		
Valid entries			
A valid GCSE grade (see appendix Q)			
Notes		Core	N

- This field must be completed with the highest GCSE English Language or English Literature grade for the learner as at the funding qualifying start period.
- For learners on a programme of study that extends over several teaching years, this field must be updated at the start of each year
- If the learner's English GCSE result is unknown at the start of the teaching year, then this field must be returned with the value of 'NONE' and updated once the result is known.
- If the learner achieves an English GCSE during the year, this field does not need to be updated until the start of the following teaching year.
- Only English GCSE achievement should be recorded in this field. If a learner has not taken a GCSE English exam or has an equivalent overseas or other approved UK qualification then this field must be returned with the value of 'NONE'.
- If the learner has an exemption from the English condition of funding then this must be recorded in the Learner Funding and Monitoring fields using a Learner FAM type of ECF.
- Refer to the EFA funding guidance for further information about the condition of funding.

Validation rules

Change management notes

V2	Guidance notes revised

Three new funding and monitoring (FAM) ILR fields for 2015/16

FAM type	FAM code	FAM code description
EDF	1	Learner has not achieved a maths GCSE (at grade A*-C) by the end of year 11
EDF	2	Learner has not achieved an English GCSE (at grade A*-C) by the end of year 11
MCF	1	Learner is exempt from GCSE maths condition of funding due to a learning difficulty
MCF	2	Learner is exempt from GCSE maths condition of funding as they hold an equivalent overseas qualification
MCF	3	Learner has met the GCSE maths condition of funding as they hold an approved equivalent UK qualification
ECF	1	Learner is exempt from GCSE English condition of funding due to a learning difficulty
ECF	2	Learner is exempt from GCSE English condition of funding as they hold an equivalent overseas qualification
ECF	3	Learner has met the GCSE English condition of funding as they hold an approved equivalent UK qualification

Used to determine disadvantage funding

Instead of NLM code 19 used in 2014/15. Update each year

Instead of NLM code 20 used in 2014/15. Update each year

FAM Types MGA and EGA removed

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424785/ILRSpecification2015_16_v2_1_April2015.pdf

CoF reports from the EFA for 2013/14 (via Document Exchange)

Reports supplied to EFA providers this month

"We have given an indication of the amount of funding you would have lost if the condition of funding had applied in 2013/14"

Education Funding Agency

English and Maths Condition of Funding

COLLEGE

	Derived from 13/14 Young Persons Matched Data		Derived from 13/14 ILR/Census Data			Deductions £5,084,897.0
Student reference (UPN if from the census, L03 from the ILR)	GCSE English grade C or above attained by 2013/14 academic year	GCSE maths grade C or above attained by 2013/14 academic year	Student is studying towards GCSE or equivalent in English in 2013/14	Student is studying towards GCSE or equivalent in Maths in 2013/14	Student meets condition of funding	National Rate
	0	0	1	1	Y	£4,000.00
	0	0	0	1	N	£4,000.00
	1	1	0	0	Y	£4,000.00

Eng and math reports on the SFA Hub (and similar via FIS)

EFA 16-19 Maths and English GCSE status by student

16-19 Students (excluding High Needs Students) (included in Row B on Funding Claim Report)

Learner 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	450+ hours (Band 4a)
				Has Maths, Not Studying Maths	Has English, Not Studying English	Up to 279 hours (Band 1)
				Doesn't have Maths, Not Studying Maths	Doesn't have English, Not Studying English	450+ hours (Band 4a)
				Has Maths, Not Studying Maths	Doesn't have English, Not Studying English	360 to 449 hours (Band 3)
				Has Maths, Not Studying Maths	Doesn't have English, Not Studying English	Up to 279 hours (Band 1)

So there are no excuses. You should know exactly how many learners and which ones have not met the English and maths condition of funding, and it may not be too late to resolve

https://hub.imservices.org.uk/

SFA funding for English and maths

Nick Linford
Director at Lsect

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Fully-funded outside of an apprenticeship

Learners aged 19 and over, excluding apprentices, are eligible for full funding to take English and maths provision and GCSE English and maths if they do not currently have these qualifications at grades A* to C, no matter what other qualifications they already hold. If a learner wants to 'retake' their GCSE English and maths because they did not achieve an A* to C grade, we will not fund the learner to just resit the exam."

"These learners must be enrolled on a level of learning in English and maths that is beyond that to which they are assessed. For example, if a learner is assessed as being at entry level 3 they must be enrolled on at least a level-1 qualification." – **auditors now being asked to check**

Note: QCF Level 2 qualifications have lost their SFA funding approval

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414797/Funding_Rules_v2_March_2015.pdf

SFA funding for English and maths

Rates catalogue for 2015/16

https://www.gov.uk/government/publications/qualifications-simplified-funding-rates-2015-to-2016

GCSEs	= £811 (up from £724 in 14/15)
New GCSEs	= £811
Func Skills	= £724 or £941 for entry maths
QCF Awards	= £150 or £300
QCF Certs	= £724

For official confirmation see LARS (and check dates)

Then there are also the non-Regulated English and maths provision meant for Learners with LDD, using generic learning aims. Each code includes the level of learning (Pre-Entry level to Level 2) and guided learning hours funding band of the learning aim.

E.g. Z0004407 = Non regulated SFA formula funded provision, Entry Level, Maths, 93 to 100 hrs = £600

Apprenticeship framework funding example

Level 2 accounting framework (excl. DU & ACU)

L2 accounting		LARS weighted rate
5010004X	Level 2 Certificate in Accounting	£3,862
50123257	Level 1 Functional Skills in Mathematics	£724
50116605	Level 1 Functional Skills in English	£724

19+ co-funding discount = 50%

Large employer discount (LED) = 25%

L2 accounting		SLN from 2012/13	16-18 (LARS x 1.0723)	19-23 (LARS x 0.5)	19-23 LED (LARS x 0.5 x 0.75)	24+ (LARS x 0.5 x 0.8)	24+ LED (LARS x 0.5 x 0.8 x 0.75)
5010004X	Level 2 Certificate in Accounting	1.477	£4,142	£1,931	£1,448	£1,545	£1,159
50123257	Level 1 Functional Skills in Mathematics	0.168	£471	£362	£272	£290	£217
50116605	Level 1 Functional Skills in English	0.168	£471	£362	£272	£290	£217
	Total		£5,084	£2,655	£1,991	£2,124	£1,593
	Compared to 16-18 total			52%	39%	42%	31%

Not on LARS (but same as 12/13). ICT is £224 for 16-18 and ICT 19-23 rate on LARS is £345 (before 50% taken off for co-funding)

The 5 year rule scrapped

"Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills. The modifications removed the "5 year rule", meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken.
There have also been some changes to the minimum grade/level requirements."

Page added to every framework spec

Key point is that for a GCSE or O Level to be counted as a level 2 it must be a grade C or above

Other apprenticeship Eng and math rules

Intermediate (L2) apprenticeships require L1 English and maths if not already achieved
Advanced and higher (L3+) require L2 English and maths if not already achieved

But also…

if, before they start a L2 apprentice they already have L1 Eng and math they must start and continue to take part in L2 Eng and maths.

"if, before they start, the apprentice does not have the level 1 in English or maths (or both) that meets the minimum requirement of the apprenticeship framework:
> they must be offered level 2 func skills or GCSE quals in English or maths (or both)
> they must achieve the English and maths requirements set out by the framework."

"If they achieve level 1 in English or maths (or both) during their apprenticeship you must offer them level-2 Functional Skills or GCSE qualifications in English or maths (or both)."

Note:
> If learner declines offer you must be able to evidence this in learning agreement
> You can claim funding for the level 2, but only if the level 1 is achieved
> The Eng and maths must always be funded as part of the apprenticeship framework
> Only the minimum requirement will impact on framework achievement £ and success rate
> Early years educator framework has rules about GCSE Eng and math already being achieved

See para 305 of the funding rules:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414797/Funding_Rules_v2_March_2015.pdf

Shaping the Future

Making maths and English work for all

Ed Sallis & Sue Southwood

The Education & Training Foundation

The review

- Research what employers and learners need from the maths and English qualifications taken by young people and adults
- Review non-GCSE qualifications, primarily Functional Skills
- Established by the Minister of State for Skills in November 2014 and reported March 2015

The research

- Steering Group (AoC, UKCES, Federation of Small Businesses, HOLEX and AELP)
- Meetings and interviews with key stakeholders, including CBI, Ofsted, Ofqual, NIACE
- Desk research and open consultation
- 1,400 responses over ten weeks, including 650 employers

Views of employers

- Employers want practical & applied maths and English skills
- Poor maths and English impact on their business
- Less satisfied with current level of English than maths
- Many employers report that they struggle to know what to do when they they encounter deficiencies
- 75% believe national action is necessary for those who don't achieve a good GCSE pass
- No great desire for new qualifications
- Employers are less interested in qualifications than skills but they do use qualifications as a proxy for skills.

Employers and Functional Skills

- 47% of large employers (43% of all employers) have some familiarity with Functional Skills
- 37% of all employers said they are very familiar with Functional Skills
- 87% who have familiarity think Functional Skills are useful qualifications
- Many of the employers who had no knowledge of Functional Skills thought there was a role for applied qualifications

Key themes

- Engagement and motivation of learners are critical to successful learning
- Alternative qualifications to GCSE are needed for some young people and adults
- Functional Skills can unlock motivation and give confidence as they focus on the skills valued by employers
- Functional Skills should be seen as an alternative route rather than a stepping stone

Recommendations - content and assessment

- Rigorous and flexible qualifications are needed to signal to employers that learners have mastered practical maths and English skills
- Review content and assessment methods – support Ofqual review of Functional Skills
- Rationalise the number of alternative non-GCSE qualifications

Recommendations- awareness and understanding

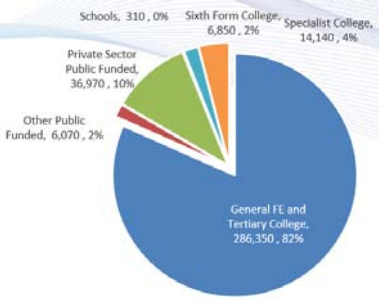
- Improve the awareness by employers and others of Functional Skills
- Publicity campaign to avoid the perception that Functional Skills are a consolation prize in a GCSE orientated system
- Keep the name, but consider Functional English and Functional Maths

The future

- Review the underlying standards to ensure they are aligned to employability
- Improve the support for teachers and trainers (63% pass rate suggests that there is much work to do in this area)
- Encourage more specialist teachers to work in FE and training

E&T 16-18 Functional Skills NSRTs

Institution Type	Overall Leavers	RR%	AR%	SR%
General FE and Tertiary College	286,350	89.3	72.0	64.3
Other Public Funded	6,070	77.6	76.9	59.7
Private Sector Public Funded	36,970	65.0	81.4	52.9
Schools	310	84.6	64.0	54.1
Sixth Form College	6,850	91.0	70.0	63.7
Specialist College	14,140	91.8	70.6	64.7
All Institution Type	350,680	86.7	72.7	63.1



A closer look at 16-18 functional skills

Qual Code	Qualification Title (Level 1)	Leavers	RR	AR	SR
B1410303	Award in Functional Skills Mathematics (L1)	75,930	85.3	61.5	52.5
B1410301	Award in Functional Skills English (L1)	73,790	86.3	75.9	65.5

Qual Code	Qualification Title (Level 2)	Leavers	RR	AR	SR
B1420212	Award in Functional Skills Mathematics (L2)	36,910	86.9	51.8	45.0
B1420210	Award in Functional Skills English (L2)	55,110	87.8	67.3	59.1

So, with just 45% success rate, clearly the biggest problem is functional skills level 2 in maths

What does outstanding look like?

Ofsted

Ofsted's expectations for English and maths provision

Karen Adriaanse HMI
Special Adviser (Improvement)
FE and Skills

18 May2015

What do inspectors consider? 1

Leadership and management

How well does the provider ensure that all learners improve their levels of skills in English and maths from their starting points?

- Strategic priority given to English and maths
- Staffing capacity to meet the increased need
- Operational management of provision
- Monitoring of learners' progress and achievement

What do inspectors consider? 2

Teaching learning and assessment

What difference does the provision make to learners' development of **English** skills?

- Understanding learners' barriers to learning English
- Building on their prior successes
- Spelling, grammar, punctuation and vocabulary
- English for a purpose:
  - Listening and speaking; reading and writing

What do inspectors consider? 3

Teaching learning and assessment

What difference does the provision make to learners' development of **maths** skills?

- Understanding learners' barriers to learning maths
- Building on their prior successes
- Not just about numbers
- Maths for a purpose:

What do inspectors consider? 3

Outcomes for learners

What difference has the provision made to learners' development of English and maths skills?

- Learners' increased confidence and motivation in carrying out English or mathematical tasks
- Their greater independence in improving their skills
- Increased accuracy in their work
- Pride in their achievement of qualifications.

What does poor provision look like?

- Teachers do not have the expertise in supporting learners who struggle with maths skills and performance management is weak.
- Managers do not monitor take-up of the provision.
- Teaching focuses on completing worksheets and exercises and not developing skills.
- Lessons are tedious and attendance is poor.
- Learners attend for a couple of hours a week and the learning is not reinforced in all their other sessions.
- Learners do not receive constructive feedback on their progress.
- Individual support focuses on helping learners get the answers right and not on developing learners' skills. Marked work does the same.

Thank you

Ofqual

English and maths qualifications

Naomi Nicholson, Director of Strategic Relationships for Vocational Qualifications

Areas to cover

Ofqual

- Ofqual's role
- How do qualifications fit into the system?
- Our regulatory approach

- Summary of the key English and maths qualifications
- Overview of changes to GCSE English and maths
- Functional skills qualifications

- Framework consultation
- Further information…

Ofqual

- **Established 2010 by ASCL Act**
- **Non-Ministerial Government Department**
- **Assessment and qualifications**
  - not curriculum, funding or performance tables
- **Regulate awarding bodies**
  - not training providers
- **162 awarding bodies**
  - from Worshipful Company of Farriers…
  - to City & Guilds

Where do qualifications fit into the system?

- **What matters is skills and knowledge**
- **Qualifications are not an end in themselves (but often seen that way)**
- **Not all learning should lead to a qualification**
- **Many factors other than qualifications drive a healthy education and training system, eg**
  - good teaching and learning
  - good careers advice
  - good student choices
  - employer input
- **But qualifications are important in signalling achievement, and so supporting progression**

What makes a qualification good?

- Should be 'valid' – effectively measures what it's designed to
- The whole lifecycle is important: good design is necessary but not sufficient – all stages need to be right
- A qualification's objective (purpose) and content should be defined with end users
- High quality assessment and awarding by skilled awarding organisations
- Constantly kept under review – are they testing the right things in the right way?
- Qualifications can and should support high quality teaching and learning

Our regulatory approach

- Focus on outcomes – is the system doing what it should be?
- Enable and incentivise awarding organisations to do the right thing
- Test awarding organisations' systems and products in different ways, and hold them to account
- Tackle perverse incentives - market doesn't always drive quality
- Secure comparability where it's needed (between qualifications with the same objective)
- Help users to understand the qualifications system
- Facilitate portability (including internationally – eg using the European Qualifications Framework)

Key English and maths qualifications

Ofqual

- **GCSEs**
- **Core Maths** (available for teaching from September 2015)
- **Functional Skills**
- ***A / AS levels***

- **Each designed for a different purpose**
  - For learners with different pre-existing skills and knowledge
  - Different levels
  - Different sizes
  - Assessing different skills and knowledge

Some differences

Ofqual

	Size	Designed…	Progression	Content
GCSE Levels 1-2	120 GLH	… for use at 16 by entire national cohort, academic focus	to 16-19 education or training	Closely prescribed by DfE
Core Maths Level 3	180 GLH	… for use at 16-19, those with GCSE (C+), not studying AS/A level or IB maths	to support employment or further study	A range, reflected in titles e.g. AQA Mathematical Studies, OCR Quantitative Reasoning
Functional Skills Entry 1 – Level 2	45 GLH	… to support vocational programmes (e.g. apprenticeships), used in wide range of contexts	Progression within the suite and towards further vocational study or employment	Based on the adult literacy and numeracy curriculum

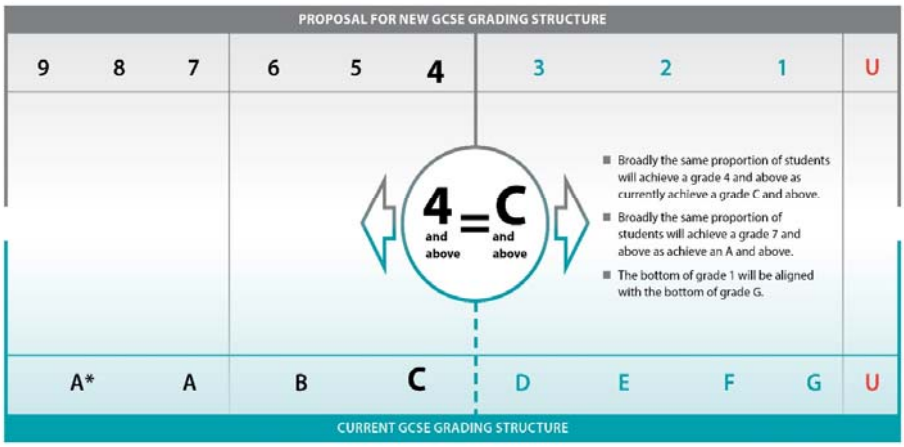
Key changes to GCSE English and maths

Ofqual

- **New 9-1 GCSEs in Maths and English**
  - first teaching in September 2015
  - first award in summer 2017
- **DfE have revised and updated content – more demanding**
- **Changes to assessment:**
  - Move from modular to linear assessment – exams taken at end of the course
  - Majority of assessment is now via exam
    - » English Language, Speaking and Listening, will be internally assessed and graded separately
  - English will not be tiered. Maths will be (foundation and higher)
  - Resit opportunities in November for English Language and maths

Grading the New GCSEs in 2017

Ofqual



Functional skills qualifications - background

Ofqual

- Available since 2010, regulated by our General Conditions and by Functional Skills Criteria developed in 2009 (QCA)
- Designed to recognise real-life literacy and numeracy skills via assessments set in everyday contexts
- 7% of the regulated market, but over 1 million certifications last year - one of the highest volume qualification types we regulate
- Available from entry level to L2 and important 'gateway' qualifications at L1 and L2
- Part of many apprenticeship frameworks, but also used as free-standing qualifications 16-19, in adult education and also in schools

Our review

Ofqual

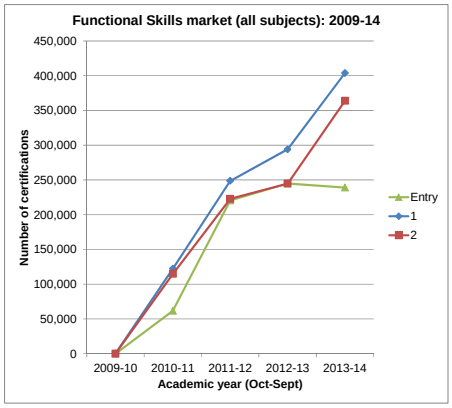
Three parts:

- Analysis of the functional skills market
- Call for evidence from stakeholders
- Review of awarding organisations' systems, processes and assessment materials

A growing market

Ofqual

Functional skills certifications 2009-2014 at entry level, level 1 and level 2

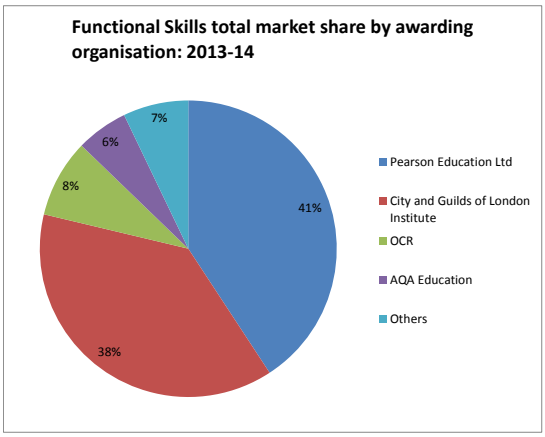


Source: Ofqual certification data 2009-2014

Market share

Ofqual

Functional skills qualifications: market share 2013-14



Source: Ofqual certification data 2009-2014

Call for evidence

- **77% of training providers and 70% of employers believed that functional skills qualifications met their intended purposes**
- **75% of training providers and 70% of employers said that the qualifications assessed the skills that employers needed**
- **Value attributed to the real-life context of assessments**
- **Analysis of responses identified themes for change or improvement that could be made in several areas**
- **The four features of functional skills qualifications most often mentioned as 'very important' by respondents were:**
  - consistency of marking (91%)
  - prompt delivery of results (90%)
  - accessible tests (88%)
  - frequent opportunities to take the test (84%).

Awarding body and qualification review

- **Focused on English and mathematics at level 2**
- **Systems, resources and processes of each of the 13 awarding organisations**
- **Assessment materials from each of the 28 L2 E&M qualifications**
- **Concluded that improvements needed to be made in some areas**
- **Awarding bodies responded positively – action plans in place**

Improvements awarding bodies are making

1. **Improving the quality of assessment materials**
   - More realistic context to assessment items
   - Better coverage of the whole skills standard
   - More open questions allowing demonstration of problem-solving
2. **Reducing the risks of malpractice and maladministration**
   - Increased monitoring of internal assessment
   - Tightening security procedures
3. **Strengthening standard-setting procedures**
   - Greater scrutiny at awarding
4. **Better evaluation of how far end-users' needs are met**
   - User research, consultation and engagement
   - Analysis of destination data and tracking candidates' progression

What's next?

- **We are working with awarding bodies to make sure standards are set more consistently**
  - we are considering the impact of flexible and on-demand assessment on standards and comparability
- **Majority of changes will be in place by this summer; we will review progress in the autumn this year**
- **ETF review (March 2015) confirmed that functional skills qualifications assess the types of skills employers are looking for and are appropriate alternatives to GCSEs**
- **We will consider whether any further changes may be needed in the light of our autumn review and Government policy post-election, for example, if changes are made to the curriculum**

Under the bonnet – QCF withdrawal

Ofqual

- **We will remove the Qualifications and Credit Framework (QCF) rules, following review and consultation last year**
  - Too inflexible, did not support validity in all cases
  - But existing qualifications can stay, if they're good
- **Will are now consulting on a new descriptive framework for qualifications, covering level and size**
  - Maintaining current levels, consulting on level descriptors
  - Maintaining link to Framework for HE Qualifications and the EQF
  - More accurate measure of size
- **Learn from the ghosts of reforms past**
  - Take the time to do it properly
  - Work closely with users and awarding organisations
- **Try and keep these changes under the bonnet!**

Find out more…

Ofqual

Our regulatory approach to vocational qualifications

https://www.gov.uk/government/speeches/qualifications-place-in-a-high-performing-vocational-system

Functional Skills report

https://www.gov.uk/government/publications/improving-functional-skills-qualifications

QCF consultation – closes 17th June

https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

GCSE reform

https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-gcse-reform

naomi.nicholson@ofqual.gov.uk

OCR
Oxford Cambridge and RSA

Beyond 2015/16: Critical aspects of reforms to E&M qualifications, including GCSEs

Gemma Gathercole
Head of Policy – FE and Funding

Context

- 47% learners in school achieved A* to C in their GCSE English language
- 64% learners in school achieved A* to C in their GCSE mathematics

https://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2013-to-2014

OCR
Oxford Cambridge and RSA

Of those learners who were put on a 'retake' GCSE, only….

- 7.9% achieved a GCSE English
- 9.3% achieved a GCSE maths

GOV.UK (DfE). *Level 1 and 2 English and maths: 16 to 18 students - 2012 to 2013*
BBC news item

OCR
Oxford Cambridge and RSA

Post-16 – what are the options?

GCSE	L1/2 Certificate (iGCSE)	Entry Level
AS Level	A Level	Functional Skills
QCF	FSMQ	

OCR
Oxford Cambridge and RSA

16-19 Funding Condition

2015-16

- GCSE English Language and Maths*
- GCSE 9-1 English Language and Maths* (assessment available Summer 2015)
- iGCSE maths and English Language
- Functional Skills
- ESOL
- Prince's Trust TEAM Programme
- A and AS Level English Language and Maths

2016-17

- GCSE 9-1 English Language and Maths*
- iGCSE maths and English Language (to November 2016 only)
- Functional Skills
- ESOL
- Prince's Trust TEAM Programme
- A and AS Level English Language and Maths

OCR Oxford Cambridge and RSA

*GCSE compulsory for learners with Grade D at GCSE

Progress 8 – English and maths

2015 & 2016	2017	2018 and beyond
GCSE Current specs	GCSE 9-1 only	GCSE 9-1 only
Early entry applies	Early entry temporarily suspended	Early entry applies

OCR Oxford Cambridge and RSA

GCSEs	A levels
Fully linear; assessment at end of course	
In principle, assessment by exam only	
Non-exam assessment only where necessary	A level: non-exam assessment reduced AS exam only (except **Art & Design**)
Graded 9 to 1	Graded: A* to E for A level A to E for AS level
More rigorous	Same standard as currently
Tiering used only where one assessment cannot assess students across full ability range	AS decoupled; content will be a subset of A Level content; co–teachable with the A Level
Speaking skills assessed: English Language - **does not** contribute to grade Modern Foreign Languages - contributes to grade	Science – practical work a requirement; graded *pass* or *fail*; separate from grade for exam

OCR
Oxford Cambridge and RSA

New English GCSEs – Key Changes

Key points:

- New English GCSEs for first teaching in September 2015
- No tiering of papers
- Linear assessment
- 1-9 grading
- Focus on unseen texts
- Increased assessment of spelling and grammar
- Increased 'rigour' of assessment

OCR
Oxford Cambridge and RSA

English Language GCSE (J351)

What stays the same	What changes
Structure: - Linear option only - One mandatory separate endorsement (Spoken language)	Structure: - Single tier entry for examined units - The qualification consists of two mandatory examined components - Each component is worth 50% of the total GCSE
Content: - Study of non-fiction, including literary non-fiction and prose - Non-fiction and creative writing tasks	Content: - Based entirely on unseen texts
Assessment: - June assessment with November resit option - Speaking and listening skills are assessed as a separate endorsement	Assessment: - Spelling, punctuation and grammar assessed at 20% overall - Two examined units - No controlled assessment - 4 hours examination time

OCR
Oxford Cambridge and RSA

English Literature GCSE (J352)

What stays the same	What changes
Structure: - Linear option only	Structure: - Single tier entry for examined units - mandatory component qualification - Component weightings have changed
Content: - Study of drama, poetry and prose - Choice of extract based and essay questions in exam	Content: - Some set texts have changed - Unseen texts included for assessment - Comparison of texts
Assessment: - Spelling, punctuation and grammar assessed at 5% overall (new Assessment Objective, with wider focus on quality of writing)	Assessment: - June assessment only - Two examined units - No controlled assessment - Total exam time 4 hrs

OCR
Oxford Cambridge and RSA

OCR's Approach

- 'Whole offer' approach focussed on making qualifications accessible to all
- Balanced and user friendly assessment structure
- Creative approach to the treatment of unseen texts and whole literature texts.
- Straight forward, accessible wording of assessment questions
- Clear pathway of progression to further education

OCR
Oxford Cambridge and RSA

Key Benefits

- GCSE specs that are user friendly and straightforward to teach
- Clear co-teachability opportunities across GCSE English Language and Literature specs
- Wide choice and flexibility in set texts
- Unique opportunity to make fresh connections between studied and unseen texts
- Wide range of high quality, innovative, OCR produced resources
- Regular CPD events to support and inspire teachers

OCR
Oxford Cambridge and RSA

Mathematics GCSE (J560)

What stays the same	What changes
Structure: - Linear option only - Tiering (foundation and higher) - 3 written examination papers per tier	Structure: - Single mathematics specification - Each component is worth 1/3rd of the total GCSE
Content: - Retained topics: number, algebra, geometry and measures, probability and statistics	Content: - Increase of approximately 15% in subject content - Introduced 'Ratio, proportion and rates of change' content
Assessment: - June assessment with November resit option	Assessment: - minimum assessment time 4.5 hours for both tiers - Between 1/3 and ½ must be completed without access to a calculator

OCR
Oxford Cambridge and RSA

OCR's Approach

- We have developed an inspiring, motivating and coherent maths syllabus for the entire ability range, which emphasises and encourages:
  - sound understanding of concepts
  - Fluency in procedural skill
  - Competency to apply mathematical skills in a range of contexts
  - Confidence in mathematical problem solving.
- Straight forward, accessible wording of assessment questions
- Clear pathway of progression to further education

OCR
Oxford Cambridge and RSA

Key Benefits

- GCSE specs that are user friendly and straightforward to teach
- 100 marks per paper to give scope for awarding methods marks within questions
- Mathematical formulae provided in question when needed rather than on formulae sheet
- Wide range of high quality, innovative, OCR produced resources
- Regular CPD events to support and inspire teachers

OCR
Oxford Cambridge and RSA

Do I really understand the difference between these skills?

Underpinning skills	Process Skills	Critical thinking skills
English , i.e. • Grammar • Spelling • Reading words/texts • Comprehension • Speaking/listening Maths, i.e. • Adding/subtracting • Multiplying/dividing • Fractions • Shape and space • Data representation and interpretation • Money	• Information processing • Problem solving • Creative thinking	• Analysis • Evaluation • Synthesis

OCR
Oxford Cambridge and RSA

Progression of learning

Initial Assessment	Diagnostic Assessment	Underpinning skills Cambridge Progression Qualifications	Process skills Functional Skills Qualifications	Critical thinking skills GCSE Qualifications

OCR
Oxford Cambridge and RSA

Things to consider…

Importance of a good diagnostic

↓

Appropriate teaching and learning – not just a repeat of what they have been taught before

↓

Selection of appropriate qualifications – retention

↓

Impact of performance tables

OCR
Oxford Cambridge and RSA

OCR
Oxford Cambridge and RSA

Thank you

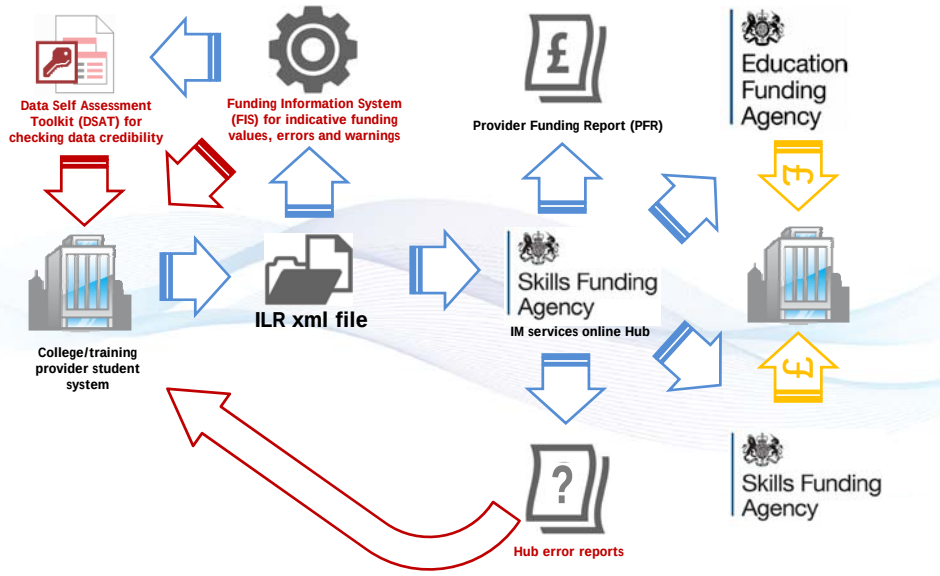
@G_Gathercole
gemma.gathercole@ocr.org.uk

Funding auditor approach and tips for English and maths

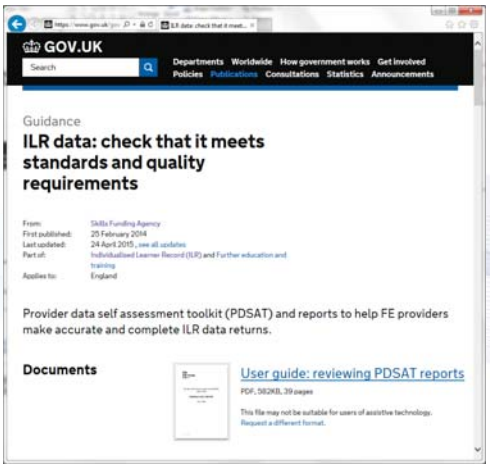
Nick Linford
Director at Lsect

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

Three SFA tools to support ILR data quality



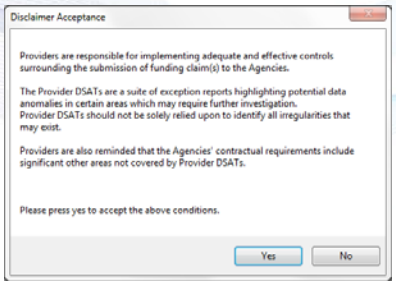
The Provider Data Self Assessment Toolkit (DSAT)



https://www.gov.uk/government/publications/ilr-data-check-that-it-meets-standards-and-quality-requirements

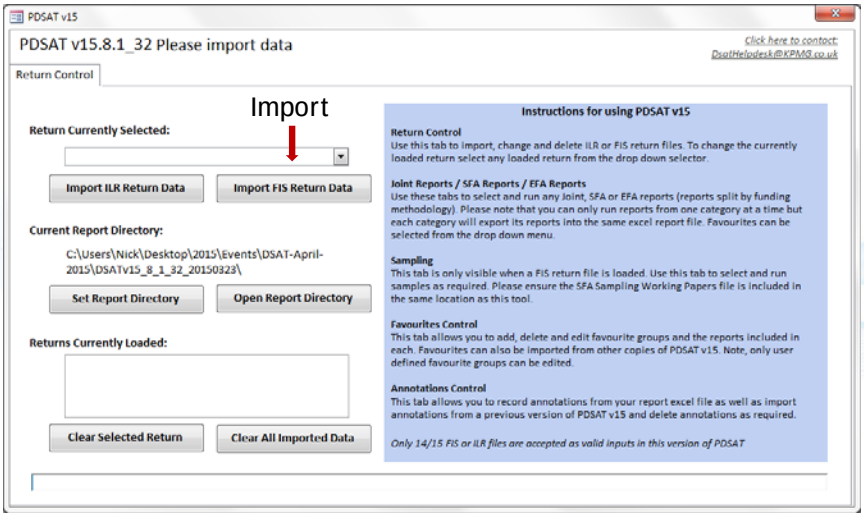
Colleges, training organisations, local authorities and employers (further education providers) can use a number of reports and tools to test the integrity of Individualised Learner Record (ILR) data and to prepare for audit.

The use of DSAT remains a contractual requirement for the EFA, and could go the same way for the SFA



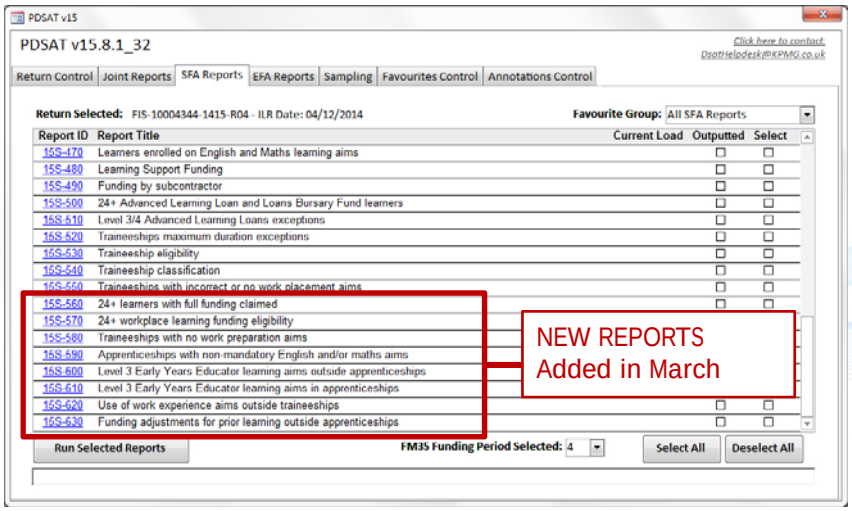
Importing the ILR DB into the DSAT

Once DSAT downloaded and installed the ILR database is imported

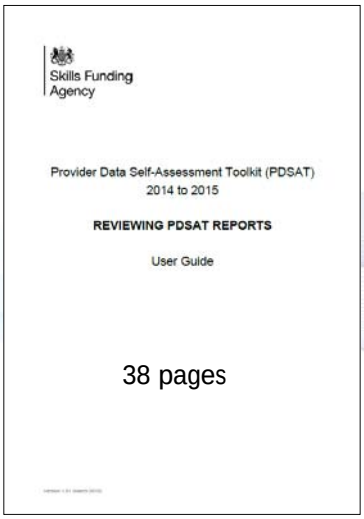


DSAT reports

The 14/15 version of DSAT now separates out EFA and SFA reports (so duplicates), and includes traineeship reports. It now has 75 reports.



New DSAT user guide *(dummies guide for an auditor)*


Skills Funding Agency

Provider Data Self-Assessment Toolkit (PDSAT)
2014 to 2015

REVIEWING PDSAT REPORTS

User Guide

38 pages

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412485/ASB_F2_PDSAT_Review_Notes_2014_to_2015.pdf

"The user guide will help users of PDSAT v15 to perform detailed reviews of the suite of PDSAT reports for 2014 to 2015. The guide explains how the Provider Financial Management and Assurance (PFMA) team reviews all of the PDSAT reports so it will be of use to providers in preparing for a PFMA assurance review, as well as part of their routine ILR data checking procedures."

Includes very useful guidance on why, how and what to filter for

DSAT reports

15S-570: 24+ workplace learning funding eligibility

"Note that since the 2013 to 2014 funding year, English and maths no longer appear in the description of workplace learning. We only consider English and maths to be workplace learning where they are within an apprenticeship framework and this report excludes these"

So auditors will filter for learning aim title with word English and maths to check they have not been recorded as workplace learning.

15S-470: Learners enrolled on English and Maths learning aims

"Lists all learners and their learning aims so that the user can filter on any specific learning aim(s).

No analysis is required but the report will be useful should you need to undertake any additional testing of English and/or maths."

Funding audit

Assurance review documentation for the funding year 2014 to 2015

This zip file contains documentation that will be used by the Agency's auditors to audit adult skills budget, 16-18 apprenticeship and EFA funded provision for a sample of providers and to give their opinion on whether it complies with the funding rules.
It includes an overview of the assurance approach and guidance notes for PDSAT users on how to review PDSAT report output.

In particular see tabs:
'EFA guidance'
'SFA references'

- ASB 00 File Cover Index
- ASB A1 EFA 16-19 Provision Final Report (and B4 Draft Report) (ASTO)
- ASB A1 Final Report (and B4 Draft Report) (ASTO)
- ASB A1 Final Report (ASC)
- ASB A1 Final Report Letter (ASTO)
- ASB B1 Reconciliation Statement (ASC)
- ASB B3 Provider Feedback (ASC)
- ASB B3 Provider Feedback (ASTO)
- ASB B4 Draft Report Letter (ASTO)
- ASB C1 PDSAT Review
- ASB C2 PDSAT Testing
- ASB D1-D5 & D10 Substantive Testing Working Papers
- ASB D6 Additional Testing
- ASB D7 16-19 Bursary Fund Audit Schedule and Working Papers
- ASB D8 Other Funding Streams
- ASB D9 Completeness Testing
- ASB E1 Confirmation Letter and Provider Questionnaire
- ASB E3 Prepared by Provider Document
- ASB E5 Planning Information
- ASB E6 Planning Meeting Aide Memoire (ASC)
- ASB E10 Provider Response Form
- ASB F1 Assurance Overview and Planning Guidance
- ASB F2 PDSAT Review Notes 2014 to 2015

https://www.gov.uk/government/publications/sfa-financial-assurance-funding-assurance-review-programmes

Financial assurance programme (EFA)

No	Test	2014/15 reference	EFA guidance to auditors	Outcome for negative responses
5	Condition of Funding (CoF) 2014/15 - exemption from requirement to study English	FR Paragraph 15 and Annex D (see also EFA advice on English and Maths and conditions of funding webpage)	Check that the 2 fields in the ILR pertaining to the condition of funding have been correctly completed. These are: Learner FAM types - EGA (for English) which record whether the student attained English GCSE before year 11 (code 1), after year 11 (code 2) or hasn't achieved it yet (code 3). National learner monitoring (NLM) FAM codes for recording exemptions to the condition for English (code 20). These apply to students with foreign equivalent qualifications or those LLDD students exempt from the condition. Please note that the only acceptable evidence to support exemption due to overseas qualification is information obtained from UK NARIC. Evidence to support exemption in accordance with the guidance together with evidence of disability: SEN Statement or an LDA or EHCP.	Students must be correctly recorded to count for future allocation lagged funding numbers. Errors will not usually affect the current year funding values but will affect future funding allocations.

Financial assurance programme (EFA)

No	Test	2014/15 reference	EFA guidance to auditors	Outcome for negative responses
6	Condition of Funding (CoF) 2014/15 - exemption from requirement to study Maths	FR Paragraph 15 and Annex D (see also EFA advice on English and Maths and conditions of funding webpage)	Check that the 2 fields in the ILR pertaining to the condition of funding have been correctly completed. These are: Learner FAM types - MGA (for maths) which record whether the student attained maths GCSE before year 11 (code 1), after year 11 (code 2) or hasn't achieved it yet (code 3). National learner monitoring (NLM) FAM codes for recording exemptions to the condition for maths (code 19). These apply to students with foreign equivalent qualifications or those LLDD students exempt from the condition. (Evidence to support exemption is as per 5 above).	Students must be correctly recorded to count for future allocation lagged funding numbers. Errors will not usually affect the current year funding values but will affect future funding allocations.

Financial assurance programme (EFA)

No	Test	2014/15 reference	EFA guidance to auditors	Outcome for negative responses
12	Is the student undertaking English, in order to meet the CoF (this test only applies where no evidence of the individual student exemption from CoF - see audit test 5)?	FR Paragraphs 15 and Annex D (see also EFA advice on English and Maths and conditions of funding webpage)	Data check - Check attendance evidence to confirm the study programme start date, the planned and actual dates of any learning aim being recorded for English/ESOL that may also be used to meet the CoF requirement. Review the ILR, Individual Learning Plan, the class attendance register and if available the registration with the awarding body to confirm student is working towards the qualification	Students must be correctly recorded to count for future allocation lagged funding numbers. Errors will not usually affect the current year funding values but will affect future funding allocations.

Financial assurance programme (EFA)

No	Test	2014/15 reference	EFA guidance to auditors	Outcome for negative responses
13	Is the student undertaking Maths, in order to meet the CoF (this test only applies where no evidence of the individual student exemption from CoF - see audit	FR Paragraphs 15 and Annex D (see also EFA advice on English and Maths and conditions of funding webpage)	Data check - Check attendance evidence to confirm the study programme start date, the planned and actual dates of any learning aim being recorded for Maths that may also be used to meet the CoF requirement. Review the ILR, Individual Learning Plan, the class attendance register and if available the registration with the awarding body to confirm student is working towards the qualification	Students must be correctly recorded to count for future allocation lagged funding numbers. Errors will not usually affect the current year funding values but will affect future funding allocations.

Financial assurance programme (SFA)

	Issue	Critical Factor	Funding rules para
vii)	English and maths in intermediate level apprenticeships	Learners who already have level 1 in English and/or maths prior to starting their apprenticeship must participate in level 2 English and/or maths. Learners must be offered Level 2 Functional Skills or GCSE in English and/or maths where they have not yet achieved Level 2 in either or both of these subjects.	140, 141
ix)	Early years educator training	Learners undertaking level 3 early years educator learning aims must have already achieved GCSE grade A*-C in English and maths.	67
xii)	English and maths outside apprenticeships	The level on which the learner is enrolled is correctly determined by the outcome of the initial assessment. [MUST BE LEVEL ABOVE LEVEL ASSESSMENT COMES OUT AT, ELSE FUNDING MAY BE WITHDRAWN – NEW RULE]	86-87 198 319

Final Q&A

Future workshops

Apprenticeship funding (repeat)
27th May in Birmingham

Traineeship funding
5th June in London

Apprenticeship funding (repeat)
8th June in London

Summer Data Conference
8th July in London

Visit www.lsect.com to register

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING