16-18 achievement rate methodology and reports
12:00 – 14:30
11 May, 2020

Nick Linford, Lsect

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Warning
Technical training

Agenda
12:00 – 14:30

1. The ILR, business rules and technical specification

2. Funding Rules Monitoring (FRM) reports for 16-18s

3. The QAR reports on the ESFA's View Your Education Data portal

4. National achievement rate tables, and how best to use them

5. Other performance data, including 16-18 accountability measures and performance tables

6. Set and report on stretching QAR targets and benchmarks

7. Use your achievement rates in annual Self-Assessment Report

8. Use your achievement rates when preparing and talking to Ofsted

9. Use your achievement rates in marketing

10. Preparing for the future and how performance data could change

Note: The term 'success rate' was scrapped in 2014 and replaced with 'achievement rate'.

All 65 slides will be sent to attendees after the webinar

16-18 achievement rate summary

DfE: "Qualification Achievement Rates (QARs) give one measure of how well further education colleges and training organisations perform in each year. In basic terms, QARs calculate what proportion of learning was successfully completed. The result is shown as a percentage figure.

"QARs are produced for apprenticeships, 19+ education and training (AEB and Adult Learner Loans) and 16 to 18 programmes reported to the ESFA under Funding Model 25"

16 to 18 Education and Training 2018/19

Institution Type	Cohort	Pass rate %	Retention rate %	Achievement rate %
General FE and Tertiary College	1,023,390	91.7	91.0	83.4
Other Public Funded	106,990	94.9	86.5	82.1
Private Sector Public Funded	106,910	90.4	78.6	71.0
Schools	4,540	95.8	91.5	87.6
Sixth Form College	223,140	96.5	87.9	84.8
Specialist College	41,620	90.8	90.1	81.9
All Institution Type	1,506,600	92.5	89.3	82.6

Note: QARs an enrolment count, not a learner headcount

Before getting technical, let's start with the basic QAR calculation for 'education and training' covering both 16-18 and 19+

Cohort	=	Enrolment for a leaver in the relevant academic year
Retention rate	=	% of cohort that completed (finished the course)
Pass rate	=	% of completed that fully passed
Achievement rate	=	% of cohort that passed

Calculation

Retention rate =	Retained / Cohort

Pass rate =	Passed / Retained

Achievement rate =	Passed / Cohort Or same answer with Retention rate x Pass rate

1. The ILR, business rules and technical specification

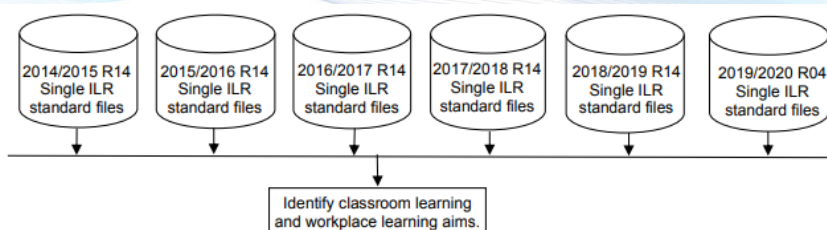*Expert webinar*

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Time to get technical...

$$\frac{\text{Number ACHIEVED in cohort}}{\text{TOTAL FUNDED COHORT where hybrid-end year is 2018/19 (1 August 2018 to 31 July 2019)}} = \text{Achievement \%}$$

ESFA calculation in reality relies on multiple data files and complex set of data variable

2014/2015 R14 Single ILR standard files	2015/2016 R14 Single ILR standard files	2016/2017 R14 Single ILR standard files	2017/2018 R14 Single ILR standard files	2018/2019 R14 Single ILR standard files	2019/2020 R04 Single ILR standard files

Identify classroom learning and workplace learning aims.

QAR business rules

"This document outlines the high-level business rules that explain how we calculate the qualification achievement rates (QAR) for the 2018 to 2019 funding year (1 August 2018 to 31 July 2019)"

"We will produce the summary data and data extract three times a year. These will be an in-year release based on R10 data, a provisional QAR in January 2020 (following the R04 submission and time to process the data) and a final QAR on 26 March 2020. The provisional QAR enables you to check your data and ensure that we have applied our published methodology correctly. We will share the final QARs with Ofsted."

Education & Skills Funding Agency

Qualification achievement rates business rules 2018 to 2019

Version 1

11 pages

February 2019
Of interest to colleges and training organisations

Page 1 of 11

https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019

QAR specification

"This document provides technical information about how we process information provided in the Individualised Learner Record (ILR) data collection to produce the qualification achievement rates (QAR) dataset."

"The education and training QAR methodology has two measures – the 'overall' QAR and the 'timely' QAR."

"We base the overall QAR on the hybrid end year. The hybrid end year is the latter of:"

> the actual end year of a learning aim
> the planned end year of a learning aim
> the reporting year

"The reporting year is included to capture those overdue continuing learning aims, overdue planned breaks or late completions recorded in the following academic year (up to R04). The learning aims included in the 2018 to 2019 overall QAR are those with a hybrid end year of 2018 to 2019."
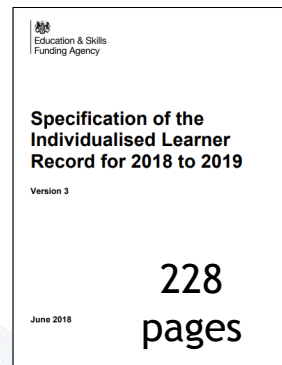
Education & Skills Funding Agency

Education and training qualification achievement rates technical specification 2018 to 2019

44 pages

Version 3: January 2020

https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019

How achievement rates are calculated

Individualised
Learner Record
(monthly provider
data returns) –

ESFA's Submit
Learner Data portal

26 March:
Qualification
achievement rates
(**QARs**) reports on
ESFAs Your Education
Data portal

26 March: National
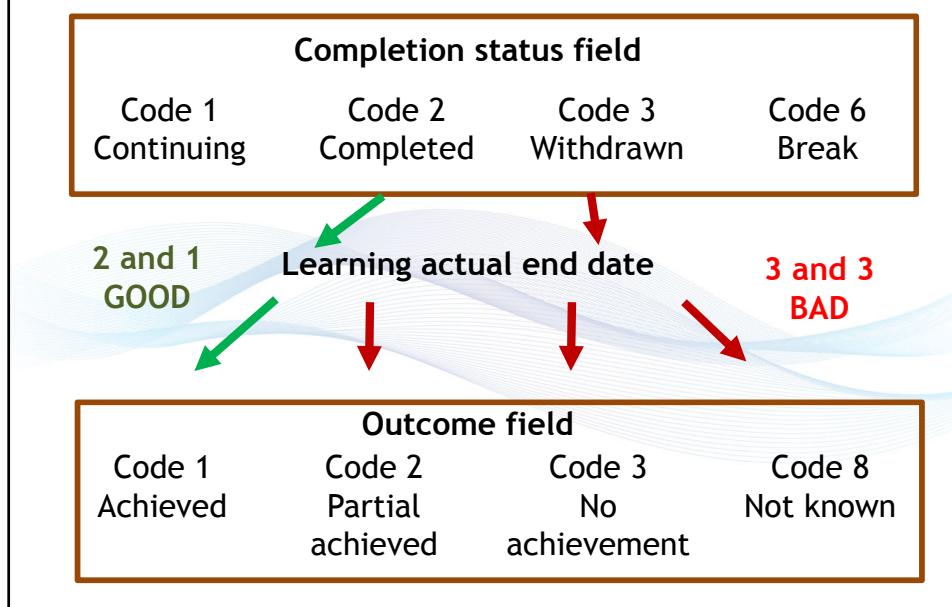Achievement Rate Tables
(**NARTs**)
spreadsheets on .gov.uk
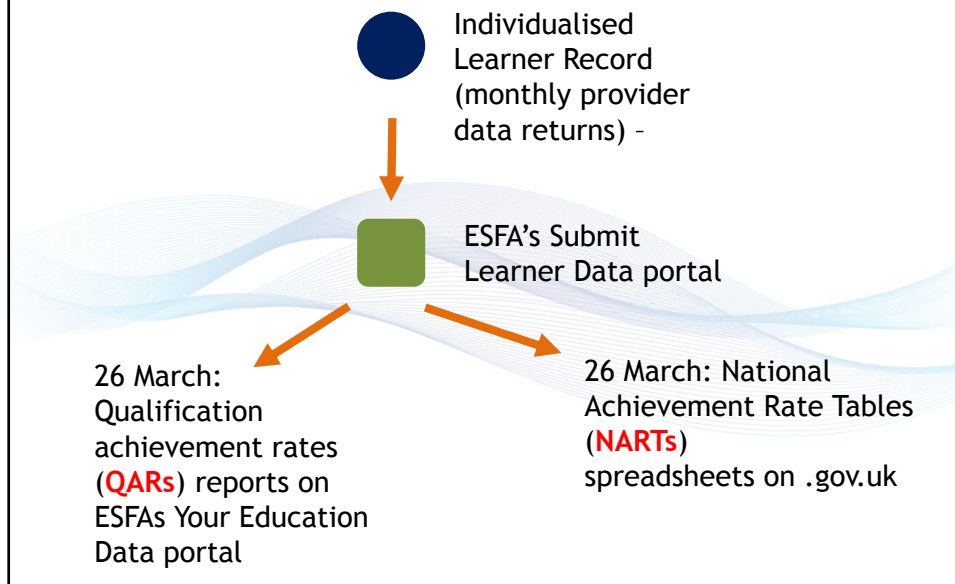
The ILR – key fields for QAR

> UKPRN
> Learner reference number
> Learning aim reference
> Learning start date
> Learning planned end date
> Funding model
> Aim and prog/type codes
> Completion status
> Learning actual end date
> Withdrawal reason (for some exemptions)
> Outcome

Education & Skills
Funding Agency

**Specification of the
Individualised Learner
Record for 2018 to 2019**

Version 3

**228
pages**

June 2018

https://www.gov.uk/government/publications/ilr-
specification-validation-rules-and-appendices-2018-to-2019

The typical key ILR completion and outcome codes

Completion status field

Code 1	Code 2	Code 3	Code 6
Continuing	Completed	Withdrawn	Break

2 and 1 GOOD

Learning actual end date

3 and 3 BAD

Outcome field

Code 1	Code 2	Code 3	Code 8
Achieved	Partial achieved	No achievement	Not known

Excluded for not meeting minimum duration

A learning aim will only be counted in a QAR cohort if it is funded, and will only be funded if it passes the "qualifying period"

The length of the learning aim is defined by the calendar days (including weeks) between the start date and the end date in the ILR

Length of learning aim (planned attendance)	Qualifying period (based on 'Learning actual end date')
168 days (24 weeks)	Less than 42 days (6 weeks)
14 to 167 days (2 – 24 weeks)	Less than 14 days (2 weeks)
Fewer than 14 days (under 2 weeks)	1 day (1 attendance)

Other exclusions (such as withdrawal reason code 47 which is 'Learner has transferred to another provider due to merger') listed in the QAR specification doc

Timely QARs

"The aim must be achieved no more than 90 days after the planned end date to be included in the timely achievement rate."

To put it another way, "in the timely QAR measure, a learning aim is counted as achieved if it is achieved:

> on or before the planned end date

> no more than **90 days** after the planned end date

The R04 ILR return is also used by the ESFA to identify completed and achieved learning aims with a planned end date in 2018 to 2019

Timely QAR typically helps identify problems with initial assessment as course taking longer than planned (Ofsted may refer to it but not typically a problem)

Aims that span academic years

Matching learning aims across years

34.   Many learning aims take more than one year to complete, meaning that the same learning aims for a particular learner can appear on more than one ILR file.

35.   We use various combinations of variables to ensure we match the correct records across years. The matching process matches records by UKPRN, Learner Reference Number, and Aim Reference together with the following combinations, in the following sequence.

- Learning start date, Learning planned end date, Learning actual end date
- Learning start date, Learning planned end date
- Learning start date, Expected end year (P_Expendyr), Learning actual end date
- Learning start date, Expected end year

Mismatching ILR counts against you

We treat learning aims as withdrawals for the **overall QAR** methodology where they:

a   have a 'Completion status' of 1 ('Learner continuing or intending to continue the learning activities leading to the learning aim') in the final R14 ILR return for a funding year **AND**

b   do not have a corresponding record in the following funding year

Where this occurs, we will set the reporting year as the year after the last submitted file containing the learning aim.

For example, an aim with a 'Learning planned end date' of June 2018 and a 'Completion status' of 1 ('Learner continuing or intending to continue the learning activities leading to the learning aim') recorded in the R14 ILR in 2017 to 2018, and does not appear in the R14 ILR in 2018 to 2019, <u>will be a withdrawal in the 2018 to 2019 year</u>.

Funding and monitoring reports can help avoid this

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2. Funding Rules Monitoring (FRM) reports

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Funding Rules Monitoring (FRM) reports

The ESFA produce reports to help providers identify data mismatches between multiple ILR files

Many reports now include 16-18 funded learners

The reports after R04 can be downloaded from the ESFA's Submit Learner Data portal

https://submitlearnerdatabeta.fasst.org.uk/
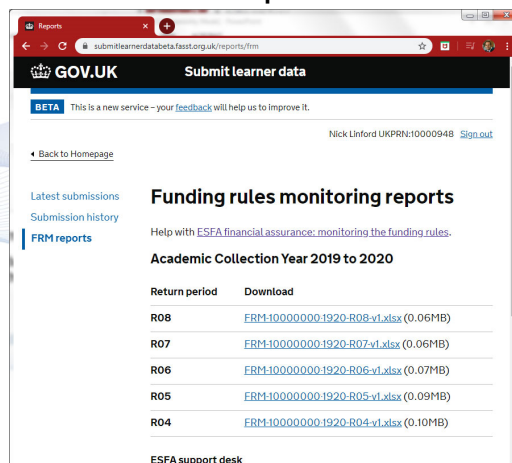
Funding Rules Monitoring reports (FRM04 and 05)

No.	Area (all policy areas)	Policy rules and guidance
FRM04	Changes to the 'Actual end date' between years	**Guidance from the provider support manual states:** If an aim that was recorded as complete in the previous year's R14 ILR file and continues to be returned in the current year, then the 'Learning actual end date' must not be changed. If a learner undertakes a learning aim, finishes learning, takes the final assessment and fails, then you should close this aim and record it as 'not achieved' (Outcome code 3). Where you later identify this learner as needing further support or additional learning to pass the assessment, then a new learning aim should be recorded as a restart with a 'Funding adjustment for prior learning' to account for the new learning required to pass the resit. You must not amend the original, closed learning aim. For learners who were incorrectly reported as completed at R14, and are continuing their studies in the current year, please contact the service desk.
FRM05	Changes in the 'Learning planned end date' between funding years	**Guidance from the provider support manual states:** This data should only be changed when it is identified as incorrect due to administrative errors. The Learning planned end date must not be changed to take into account a revised planned end date due to a change in circumstances such as illness, slow progress or unemployment. If the planned end date is after 1 August of the current fudnign year, record the learning as a transfer (withdrawal reason = 40) with a learning actual end date of 1 August. Record a new learning aim with a learning start date of 2 August of the current year and the correct Learning planned end date. This new aim must be flagged as a restart with a funding adjustment for prior learning. If the planned end date is identified as being incorrect, and the correct date is prior to 1st August of the current year, this data error cannot be corrected.

https://www.gov.uk/guidance/esfa-financial-assurance-monitoring-the-funding-rules

Funding Rules Monitoring reports (FRM06 and 09)

No.	Area (all policy areas)	Policy rules and guidance
FRM06	Continuing learners from 2018 to 2019 who do not appear in the 2019 to 2020 ILR	This report does not identify any issues with funding; although you will not be claiming funding in the current funding year if the learner is still learning and has not passed their planned end date. **Guidance from the QAR business rules states:** We treat learning aims as withdrawals for the overall QAR methodology where they have a completion status of 1 ('Learner continuing or intending to continue the learning activities leading to the learning aim') in the final R14 ILR return for a funding year and do not have a corresponding record in the following funding year. **Guidance from the provider support manual states:** The ILR must include aims which were recorded in the 2018 to 2019 ILR as continuing in the 2019 to 2020 ILR; these have a Completion status = 1 and the Learning actual end date is null in the 2018 to 2019 ILR.

No.	Area (all policy areas)	Policy rules and guidance
FRM09	Transferred learners with no new learning recorded in the ILR	**Guidance from the QAR business rules states:** The following exclusions apply to all QAR, pass and retention rates: • Where a learner transferred to a different programme or learning aim within the same provider. • Where a learner transferred to a new provider following our intervention or from the Department for Education. If a learner transfers to another programme or learning aim after the funding qualifying period, then the original learning aim record(s) will need to be closed and new learning aim(s) added.

3. QAR reports on the ESFA's
   View Your Education Data portal

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Provider access to QAR reports

https://viewyourdata.education.gov.uk/

View your education data portal

https://viewyourdata.education.gov.uk/
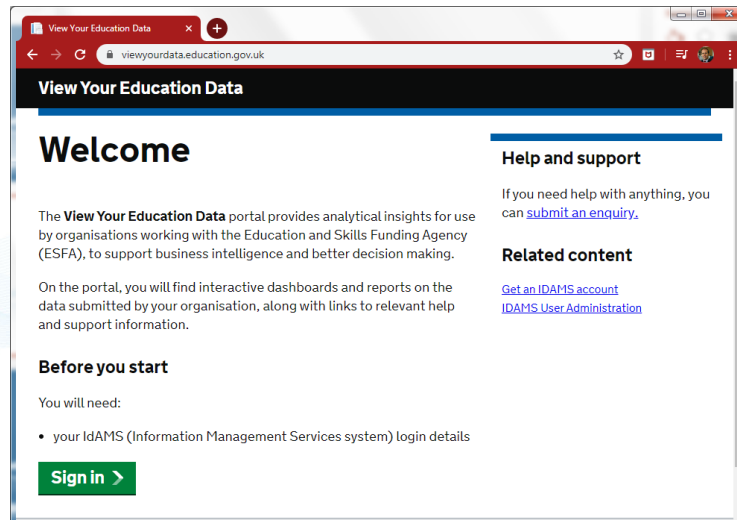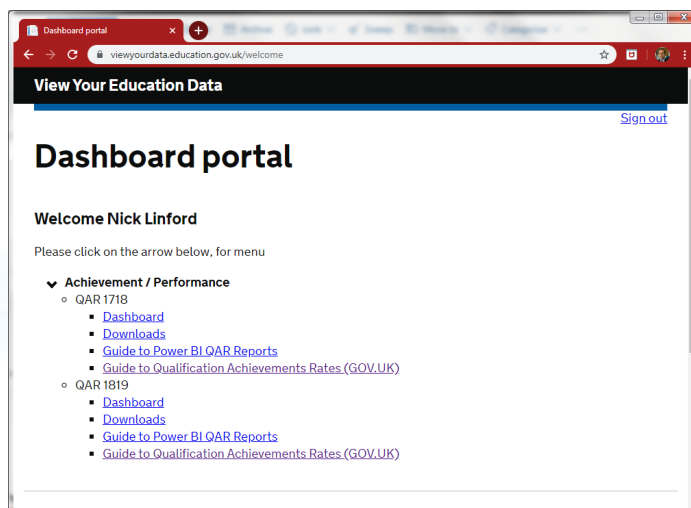
Downloads: QAR zipped file
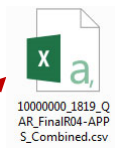
Huge CSV file with every enrolment and 71 columns

10000000_1819_QAR_FinalR04-APPS_Combined.csv

https://viewyourdata.education.gov.uk/

Dashboard – E&T QAR summary

GCSE information not included due to a technical issue still not resolved

https://viewyourdata.education.gov.uk/

Dashboard drill through

Right click in a field

Includes subcontractor report
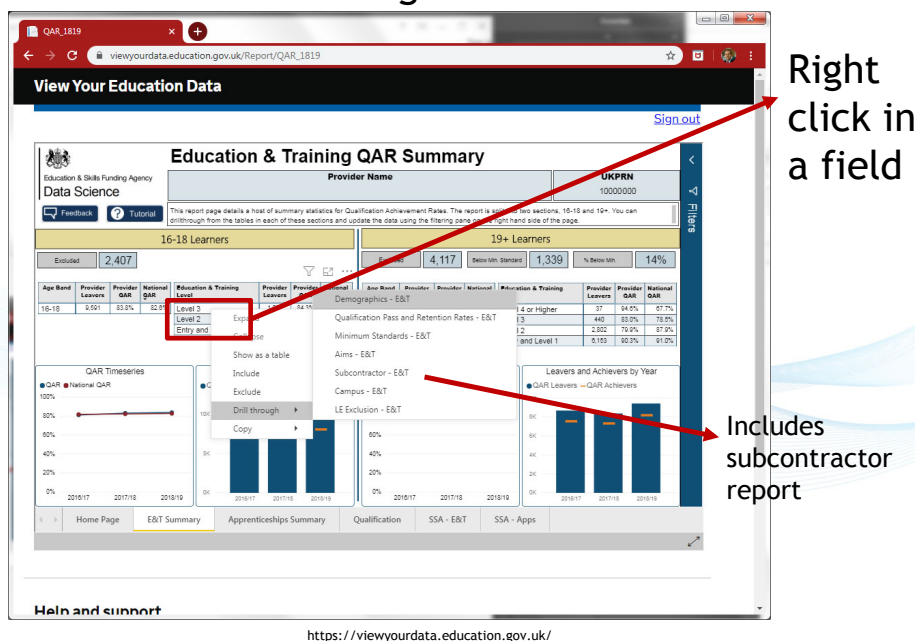
QARs by age and qualification type
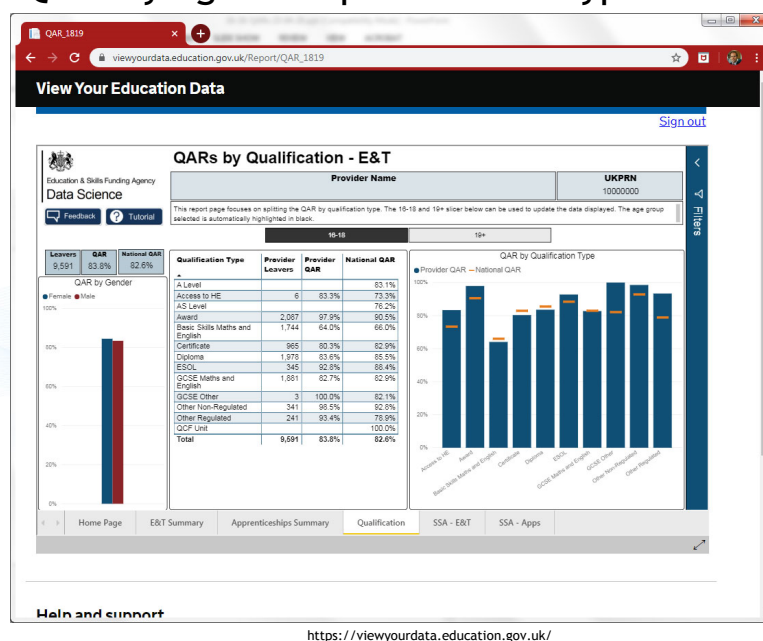
Dashboard tutorial – but still no export feature
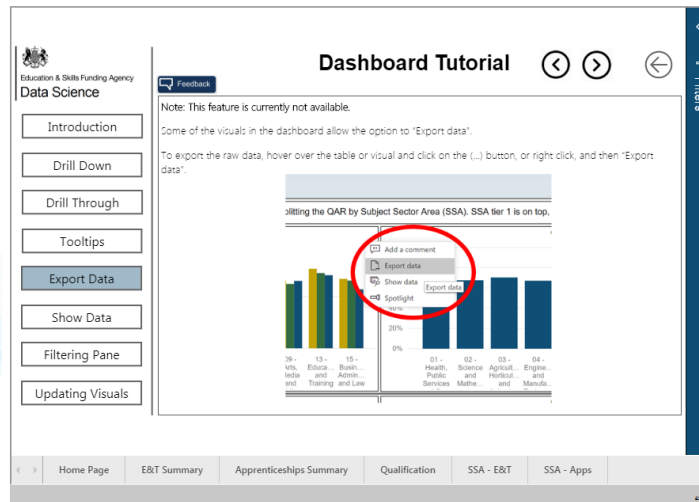
Data export feature not available
I prefer to use the NART spreadsheets and create
my own tables and visuals

4. National achievement rate tables,
   and how best to use them

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National achievement rate tables - 26 March 2020

Where the most useful data is published in spreadsheets

Overall

Ignore the CSV zip files and exclusion
files for cohorts of less than 5

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019

Create tables from NARTs
for your own achievement rate data

Careful use of filters in Excel

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019

16-18 three year trend

2018 to 2019 NARTS three year trends - institutions
MS Excel Spreadsheet, 3.02MB
This file may not be suitable for users of assistive technology. Request an accessible format.

Cohort			
Level	2016/17	2017/18	2018/19
1	5,930	6,950	5,530
2	4,160	3,020	2,990
3	1,610	1,280	1,080
All	11,700	11,250	9,590

Retention			
Level	2016/17	2017/18	2018/19
1	92.4	94.1	93.2
2	92.9	90.3	90.6
3	91.2	92.9	93
All	92.4	93	92.4

Pass			
Level	2016/17	2017/18	2018/19
1	89.1	90.6	85.3
2	85.4	85.6	77.3
3	89	91.1	84.6
All	87.7	89.4	83.1

Achievement			
Level	2016/17	2017/18	2018/19
1	82.3	91.4	85.2
2	79.3	89.2	80.8
3	81.2	90.6	84.3
All	81.1	90.7	83.8

E&T tab
16-18

All volumes are rounded to the nearest 10; percentages are calculated on pre-rounded data and a hyphen ('-') indicates a base value of 29 or fewer. Rows with a base value fewer than 5 have been excluded.

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019

Qualification types

2018 to 2019 education and training NARTS overall institution
MS Excel Spreadsheet, 6.82MB
This file may not be suitable for users of assistive technology. Request an accessible format.

16-18 achievement at college x

Qualification Type	Cohort	Pass %	Retention %	Achievement %
Award	2,090	98.7	99.2	97.9
Basic Skills Maths and English	1,740	75.5	84.9	64.0
Certificate	970	91.6	87.7	80.3
Diploma	1,980	91.7	91.2	83.6
ESOL	350	97.0	95.7	92.8
GCSE Maths and English	1,880	88.9	93.1	82.7
Other Non-Regulated	340	99.7	98.8	98.5
Other Regulated	240	96.2	97.1	93.4
All Qualification Types	9,590	90.7	92.4	83.8

16-18 Diplomas				
Level	Cohort	Pass %	Retention %	Achievement %
1	490	93.8	89.0	83.4
2	510	92.5	90.8	84.0
3	980	90.3	92.4	83.4
All	1,980	91.7	91.2	83.6

You can then compare this to other similar colleges – or to the college average

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019

GCSE English and maths
Includes rate for A* to C (9 – 4)
Includes institution rates

2018 to 2019 education and training NART overall GCSE pass rate and achievement rate

MS Excel Spreadsheet, 607KB

This file may not be suitable for users of assistive technology. Request an accessible format.

https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019

5. Other performance data, including 16-18 accountability measures and performance tables

Restart at 13:30

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16 to 18 accountability measures

"Initially announced in 2014, from 2016 we have been reforming the school and college accountability systems to set higher expectations, and to make the system fairer, more ambitious, and more transparent."

"To achieve these aims a set of five headline measures was published for the first time in 2016 16-18 performance tables.

1. Progress
2. Attainment
3. Progress in English and maths (for students without a GCSE pass at A*-C in these subjects or 9-4 for new reformed GCSEs)
4. Retention
5. Destinations

Department for Education

16 to 18 accountability measures: technical guide

For measures in 2019

July 2019

101 pages

https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide

Understanding the accountability measures

"These measures provide a rounded picture of school and college performance used in a range of ways: informing student choice; informing a school or college's own self-assessment and benchmarking; informing Ofsted's inspection regime; and informing government's performance management of the 16-18 sector."

https://www.gov.uk/government/publications/understanding-school-and-college-performance-measures/understanding-school-and-college-performance-measures

https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores
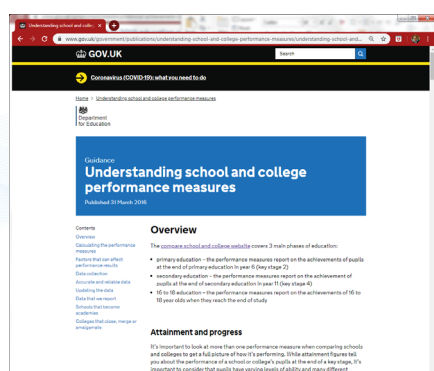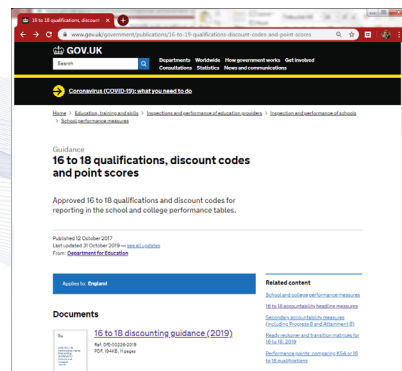
Performance points

"We give a point score to all qualifications in the school and college performance tables. You can use these point scores to compare qualifications of a different level, size and grading system."

Performance points for qualifications counting in the 16 to 18 performance tables 2019

MS Excel Spreadsheet, 673KB

This file may not be suitable for users of assistive technology. Request an accessible format.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843436/Performance_points_for_qualifications_counting_in_the_2019_16_to_18_performance_tables.xlsx

Department for Education

Performance points

A practical guide to key stage 4 and 16 to 18 performance points

October 2019

https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide

How the data is published for parents

https://www.compare-school-performance.service.gov.uk/
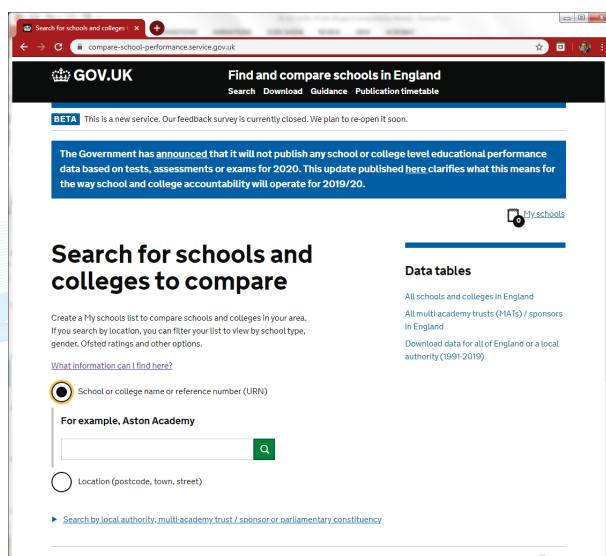
Find and compare schools in England website

https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=all-england&for=16to18

6. Set and report on stretching
    QAR targets and benchmarks

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Use the NARTs to set QAR targets

This is where you could use the individual qualification figures, compared to same provider type

2018 to 2019 education and training NARTs overall qualifications

MS Excel Spreadsheet, 2.48MB

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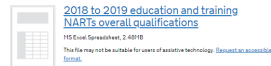
Example, based on specific qualification

Aim	Qualification	Level	16-18s	Cohort	Retention %	Pass %	Achievement %
			College sector average	6,010	92.1	96.2	88.7
60028270	Diploma in Art and Design	3	Last year	110	90.4	91.8	83.0
			Target this year	110	95	95	90

Use graphs in reports, to help visualise the information

GCSE achievement rate %
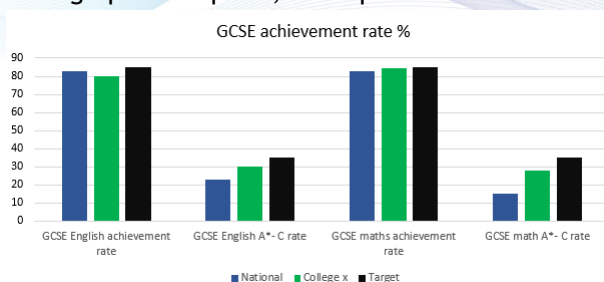
Avoid putting too much importance on overall and headline figures in reports

It is tempting/inevitable to compare and set targets at headline level, and say "our overall achievement rate is 0.9 percentage points above national average". But this is meaningless when helping to run your organisation as short courses – all other things being equal - will have higher retention rates than long courses owing to there being less time in which to drop-out – that's math!

Also, where retention rate is very different from pass rate, what is this telling you. What's making them drop out (poor initial advice and guidance?) or even what's making so many more pass than sector average (not stretching enough?)

The tables and graphs should be used in reports to managers, directors/governors and in the SAR/QIP

In-year monitoring retention

Monitoring pass and achievement rates can be difficult with full year courses when waiting for exam results – but your retention rates should never come as a surprise

What in-year monitoring are you doing?

Does your system allow for a basis level of live reporting, even if not applying exactly same technical methodology as ESFA?

Could you use your targets to implement a RAG (red, amber green) monitoring system – to flag where there attention is needed?

7. Use your achievement rates in annual Self-Assessment Report

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Annual Self-assessment reports (SARs)

No longer mandatory, but it remains very good practice to write a self-assessment report every year.

No one way of doing it – "Ofsted does not require self-assessment to be provided in a specific format. Any assessment that is provided should be part of the provider's business processes and not generated solely for inspection purposes."

Most providers will use the Education Inspection Framework as a template for their SAR (and include predicted grades)

Some also have Quality Improvement Strategy or Quality Improvement Plan (QIP)

Be honest in your SAR

Start with an honest summary statement: "Our 16 to 18 year-old achievement rates have improved from the previous year but remain significantly below the national average. Previous poor management, inadequate management information, poor administration and poor teaching learning has left very major legacy issues for the College with far reaching impact on achievement rates, <u>particularly retention.</u> The current management team is making good progress to improve provision."

An identified problem with retention in particular

Then include figures and evidence of "good progress"

**Keep it simple but targeted –
showing you know yourself**

- Strengths

- Areas for improvement

- What you are doing to improve

- Commentary and actions

- Smart use of QAR data and targets

Some providers publish their SAR and or QIP

SAR advice given to college clerks

- performance data should be available for all the key criteria from the EIF, and for all the activities/areas that are subject to assessment;
- data should include performance trends (to confirm year-on-year changes) and performance comparisons against other providers (benchmark data);
- evidence should support the judgements made, i.e. data should be valid, quantifiable, current and accurate;
- reports should be evaluative (identifying strengths and areas for improvement) rather than descriptive;
- strengths should represent performance above expected or normal practice; and
- it is advisable that judgements be moderated to ensure that they are objective and self-critical.

8. Use your achievement rates
   when preparing and talking to Ofsted

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Ofsted will use your SAR during inspection

Ofsted
raising standards
improving lives

Further education and skills inspection
handbook
Handbook for inspecting further education and skills providers under part 8 of the
Education and Inspections Act 2006, for use from September 2019

This handbook describes the main activities that inspectors carry out when they
inspect further education and skills providers in England under part 8 of the
Education and Inspections Act 2006.

The self-assessment report

100. Inspectors will use self-assessment reports, or equivalent documents, to assess risk, monitor standards and plan for inspection. If they are not available in advance, the provider should share the latest report/plan(s) with the lead inspector following notification of the inspection.

101. Where a report is not available at the risk assessment and planning stage, inspectors will use readily available data sources.

102. During the inspection, inspectors will compare their findings with the provider's self-assessment.

The SAR inevitably becomes Ofsted prep and helps them choose where to 'deep dive'

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif

Ofsted now less interested in predicted QAR

Further education and skills inspection handbook
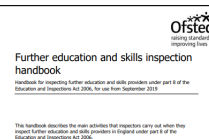
Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time terminal examinations comprise the entire assessment of the course. Similarly, inspectors will not normally look at predicted in-year achievement and attainment data more generally. That does not mean providers cannot use this data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on providers' generation, analysis and interpretation of performance data. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information but they will not examine or verify that information first hand.

https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif

Worth looking at DfE sign-in

Find the Inspection Data Summary Report (IDSR) used by Ofsted

https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=all-england&for=16to18
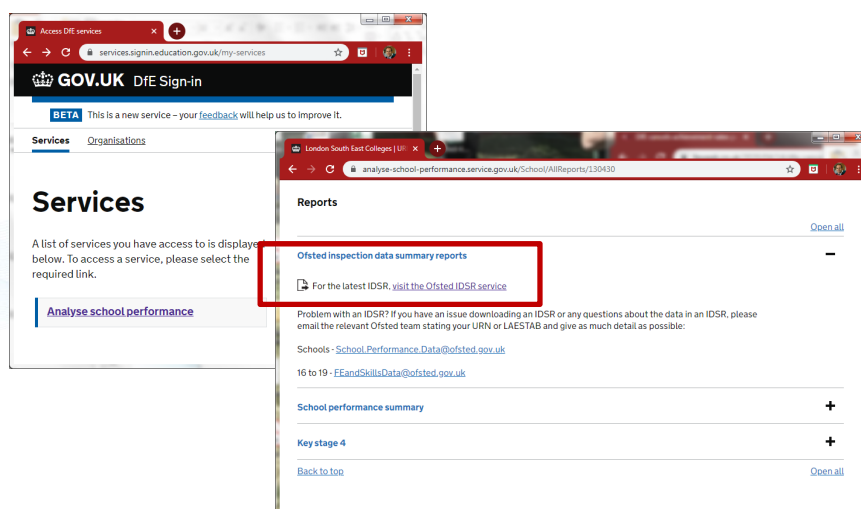
Ofsted like you knowing yourself – which is why being clear on your QAR is so important

Ofsted

What does the provider do well and what does it need to do better?

Leaders and managers know their college. They are aware of the relative strengths and areas that require improvement. They recognise the need to improve the quality of education, particularly in apprenticeships and education programmes for young people. They also recognise the need to increase the proportion of apprentices and young learners who successfully achieve their qualifications.

Be realistic and use data as evidence – Ofsted hate qualitative statements that lack evidence

Ofsted rely less on official achievement data – but still important

"Too few learners aged 16 to 18 who take examinations in English and mathematics successfully achieve their qualifications" CCCG

"Leaders and managers have worked very hard and successfully to improve the quality of education during the past 18 months. Despite serious financial and other pressures, levels of **achievement rose** in 2018/19" Brooklands College

9. Use your achievement rates in marketing

Expert webinar

Provider website statements
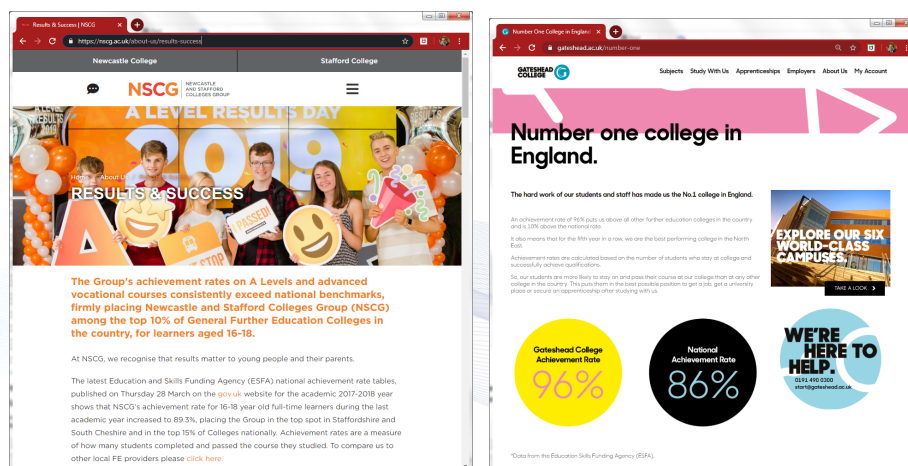
"The Group's achievement rates on A Levels and advanced vocational courses consistently exceed national benchmarks

https://nscg.ac.uk/about-us/results-success

"The hard work of our students and staff has made us the No.1 college in England."
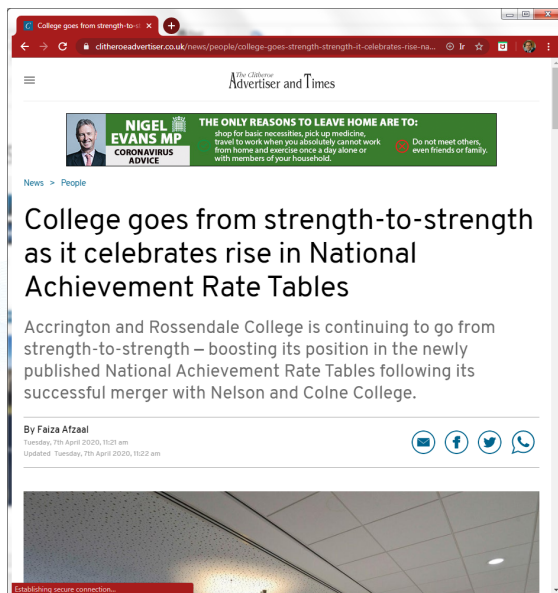
https://www.gateshead.ac.uk/number-one

Media and press releases

"For classroom achievement, at all ages and levels, Accrington and Rossendale College now places in the top five colleges nationally, building further on the dramatic improvements the college made in the 2019 tables."

Pick the rate you want to show off

"BMC is the best performing college in the East Midlands for 16-18 year old learners studying at Level 3."
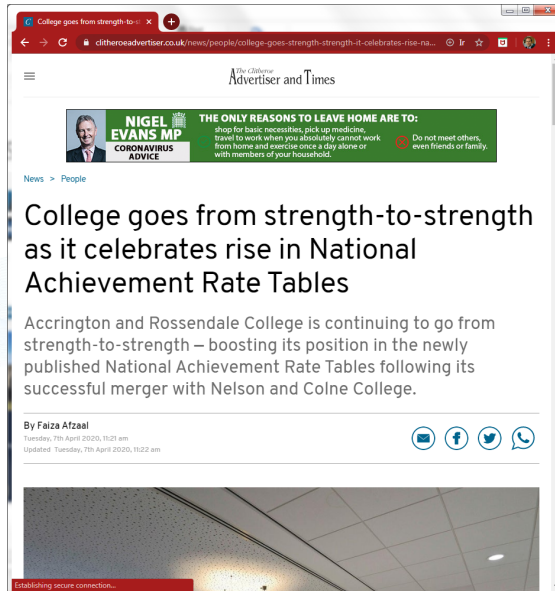
https://www.brooksbymelton.ac.uk/about-us/specialist-college/

Media and press releases

The Clitheroe Advertiser and Times

News > People

College goes from strength-to-strength as it celebrates rise in National Achievement Rate Tables

Accrington and Rossendale College is continuing to go from strength-to-strength — boosting its position in the newly published National Achievement Rate Tables following its successful merger with Nelson and Colne College.

By Faiza Afzaal

Tuesday, 7th April 2020, 11:21 am
Updated Tuesday, 7th April 2020, 11:22 am
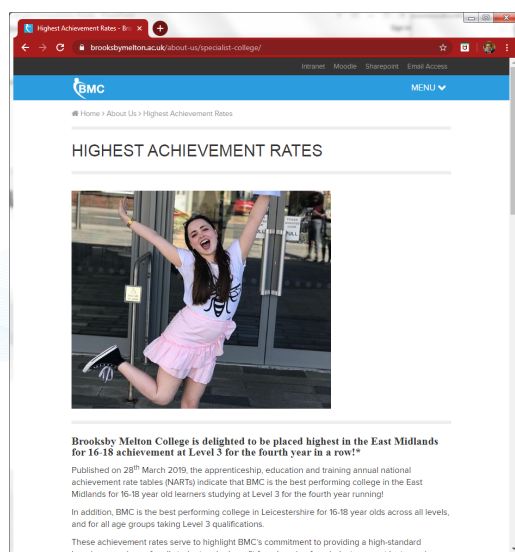
"For classroom achievement, at all ages and levels, Accrington and Rossendale College now places in the top five colleges nationally, building further on the dramatic improvements the college made in the 2019 tables."

What does your course prospectus say?

OUR OUTSTANDING ACHIEVEMENTS FOR 2018/19 WERE **ABOVE THE NATIONAL AVERAGE** FOR FULL-TIME, PART-TIME AND APPRENTICESHIPS

NARTs allow you to make lots of comparisons, not just age and level and provider type, but also by

> Sector subject area
> Gender
> Ethnicity
> LDD
> Qualification type
> Delivery LEP
> Delivery region
> Delivery local authority

10. Preparing for the future and
    how performance data could change

Expert webinar

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

QAR this year (2019/20) – no change

"The main methodology and principles for calculating apprenticeship and education and training QARs have not changed from 2018 to 2019."

"We will publish the initial draft dataset specifications by the end of February 2020 to give early sight of any changes; these will contain the detailed technical rules. We will publish these on the QAR website." NOT PUBLISHED YET
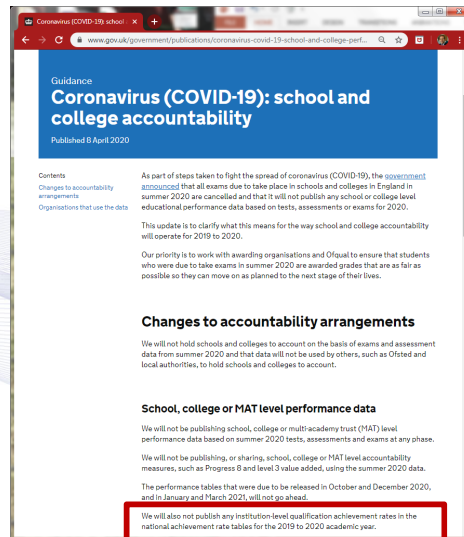
Education & Skills
Funding Agency

Qualification achievement rates business rules 2019 to 2020

Version 1

January 2020

Page 1 of 13

https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2019-to-2020

Provider NARTs won't be published for 2019/20

"We will not publish any institution-level qualification achievement rates in the national achievement rate tables for the 2019 to 2020 academic year."
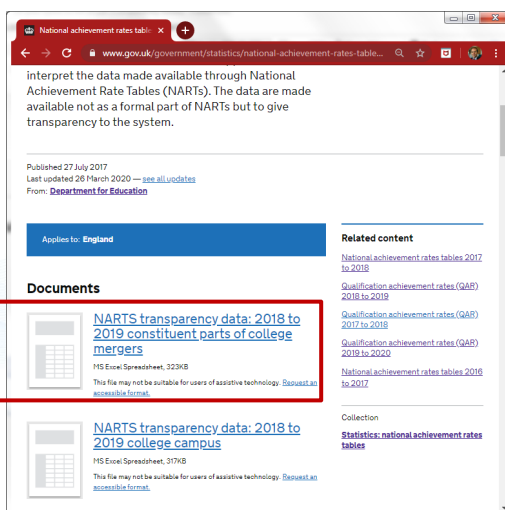
"All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, should use data from previous years when assessing school and college performance, and not the 2020 data."

"We will say more about accountability arrangements for future years in due course."

https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability
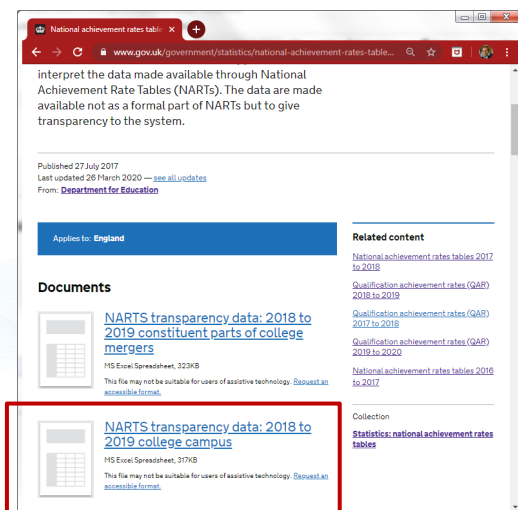
New college merger data

"Where a college merger has taken place during the 2018 to 2019 academic year we have provided the headline figures for those individual colleges which make up the constituent parts of the merger."

https://www.gov.uk/government/statistics/national-achievement-rates-tables-transparency-data

New campus-level data

"In addition, we are making further experimental data available split by campus. Collection of campus data was only introduced into the ILR during the 2018/19 academic year. As it is the first year that providers have been asked to collect this information we have provided this data simply as an early view of what campus achievement rates look like. Any learners who withdrew before the start of 2018/19 will be shown with no campus identified."

https://www.gov.uk/government/statistics/national-achievement-rates-tables-transparency-data

Outcome-based success measures
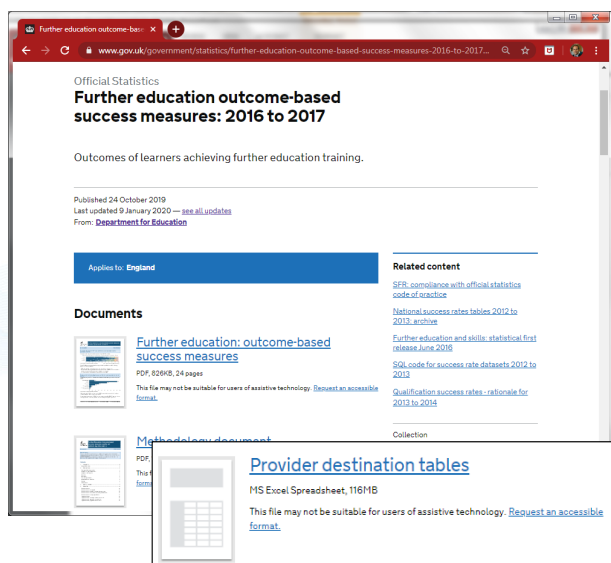
"The FE outcome-based success measures present statistics on the employment, earnings and learning outcomes of FE learners."

"This publication covers learners that achieved apprenticeships, adult (19+) FE and Skills learners and completers of traineeships."

https://www.gov.uk/government/statistics/further-education-outcome-based-success-measures-2016-to-2017

Plans for future of performance tables

Future plans

3.9.   We intend to make the following changes in future:

- **Multi-site colleges:** To calculate accountability measures for eligible college groups showing the performance of their constituent colleges and/or delivery sites. This follows a public consultation that ran from April to June 2018 (section 13): https://www.gov.uk/government/consultations/performance-reporting-fe-college-groups-and-multi-site-colleges

- **T Levels:** These are new courses being rolled out nationally from September 2020 which are equivalent to 3 A levels. Following a public consultation, the government response set out at a high level five headline accountability measures that will be developed and published as part of performance tables: attainment, completion, English and maths, progress, and destinations (section 13): https://www.gov.uk/government/consultations/implementation-of-t-level-programmes

- **Tech level progress**: A value-added tech level progress measure will be demonstrated in shadow data shared with schools and colleges in spring 2020. The intention is for a value-added measure to replace existing progress reporting through the combined completion and attainment measure in 2020 performance tables (section 13).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819734/16-18_Accountability_Measures_Technical_Guide_July_2019.pdf

Final Q&A

Nick Linford, Lsect

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