

### Agenda

12:00 - 14:30

1. The ILR, business rules and technical specification
2. Funding and monitoring (FAM) reports for AEB and ALL
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 new tables for college mergers and college campuses
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 62 slides will be sent to attendees after the webinar

**Warning**  
Technical  
training

## 19+ 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”

### 19+ Education and Training 2018/19

Institution Type	Cohort	Pass rate %	Retention rate %	Achievement rate %
General FE and Tertiary College	1,048,340	89.9	94.9	94.7
Other Public Funded	224,320	87.2	93.9	92.9
Private Sector Public Funded	292,690	88.3	97.2	90.9
Schools	990	59.1	80.2	73.7
Sixth Form College	14,660	88.1	95.1	92.6
Specialist College	40,290	87.3	93.7	93.2
<b>All Institution Type</b>	<b>1,621,290</b>	<b>89.1</b>	<b>95.1</b>	<b>93.7</b>

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 =  $\frac{\text{Retained}}{\text{Cohort}}$

Pass rate =  $\frac{\text{Passed}}{\text{Retained}}$

Achievement rate =  $\frac{\text{Passed}}{\text{Cohort}}$   
Or same answer with  
 $\text{Retention rate} \times \text{Pass rate}$

## 1. The ILR, business rules and technical specification

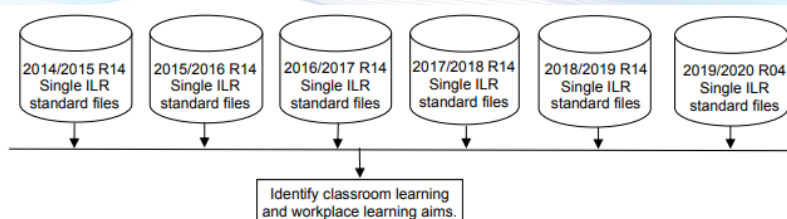
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### Time to get technical...

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

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



## 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.”



<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:”

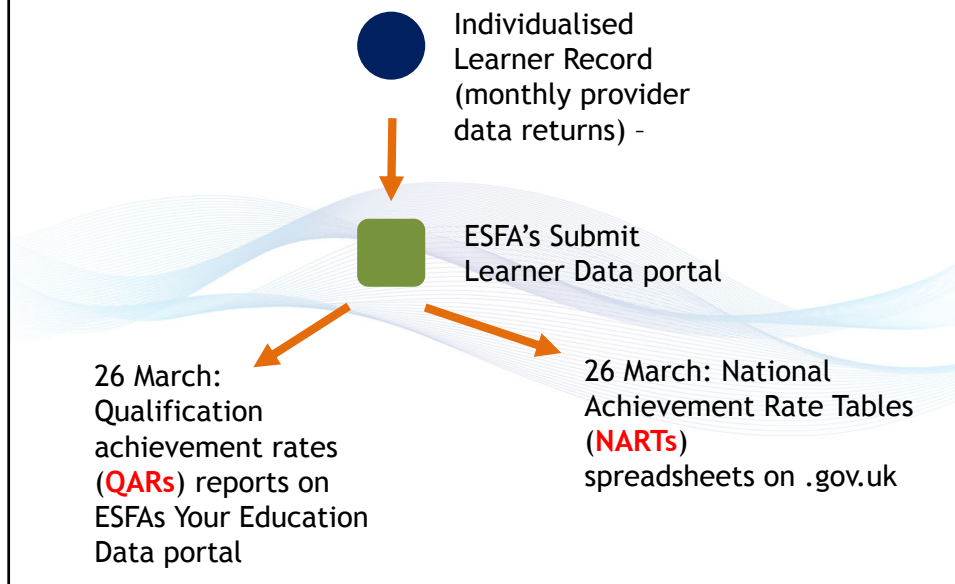
- > the actual end year of a learning aim
- > the planned end year of a learning aim
- > the reporting year

“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.”



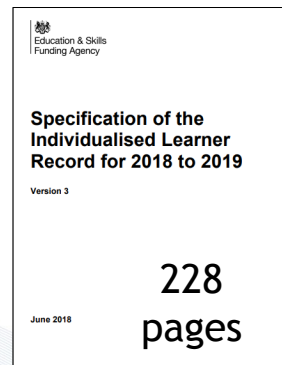
<https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2018-to-2019>

## How achievement rates are calculated



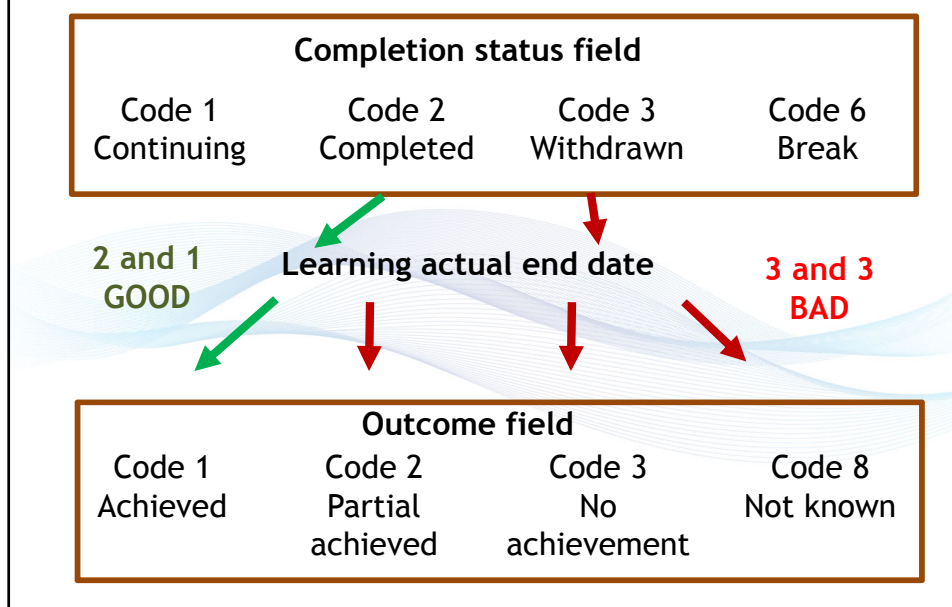
## The ILR - key fields for QAR

- > 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



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

## The typical key ILR completion and outcome codes



## 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, will be a withdrawal in the 2018 to 2019 year.

Funding Rules Monitoring (FRM) reports can help avoid this

## 2. Funding and monitoring (FAM) reports

*Expert webinar*

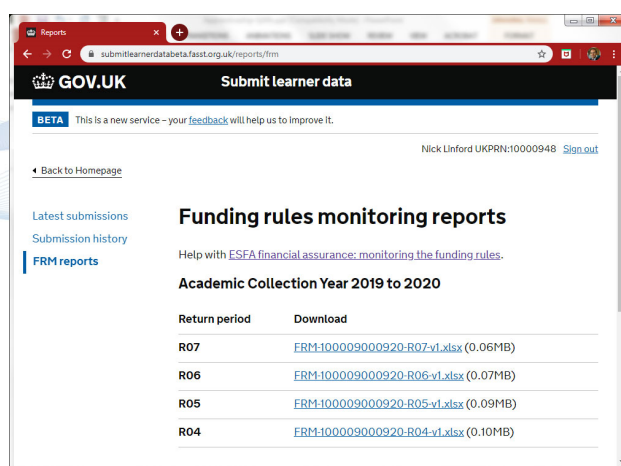
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## Funding Rules Monitoring (FAM) spreadsheets

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

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	<p><b>Guidance from the provider support manual states:</b> 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.</p> <p>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.</p> <p>For learners who were incorrectly reported as completed at R14, and are continuing their studies in the current year, please contact the service desk.</p>
FRM05	Changes in the 'Learning planned end date' between funding years	<p><b>Guidance from the provider support manual states:</b> 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.</p> <p>If the planned end date is after 1 August of the current funding 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.</p> <p>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.</p>

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

## Funding Rules Monitoring reports (FRM06 and 07)

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	<p>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.</p> <p><b>Guidance from the QAR business rules states:</b> 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.</p> <p><b>Guidance from the provider support manual states:</b> 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.</p>
FRM07	Breaks in learning where the learning is not re-planned when the learner returns	<p><b>Guidance from the provider support manual states:</b> When a learner returns from a break in learning, you record a new planned end date along with a 'Funding adjustment for prior learning' that reflects the proportion of the learning aim still to be delivered.</p> <p><b>Apprenticeships</b> The main provider must re-plan the delivery and agree a revised price, if required, with the employer when the apprentice resumes learning. This must be entered on the ILR.</p> <p><b>Adult education budget and advanced learner loans</b> When the learner returns to learning, you must re-plan and extend the remaining delivery as required.</p>

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

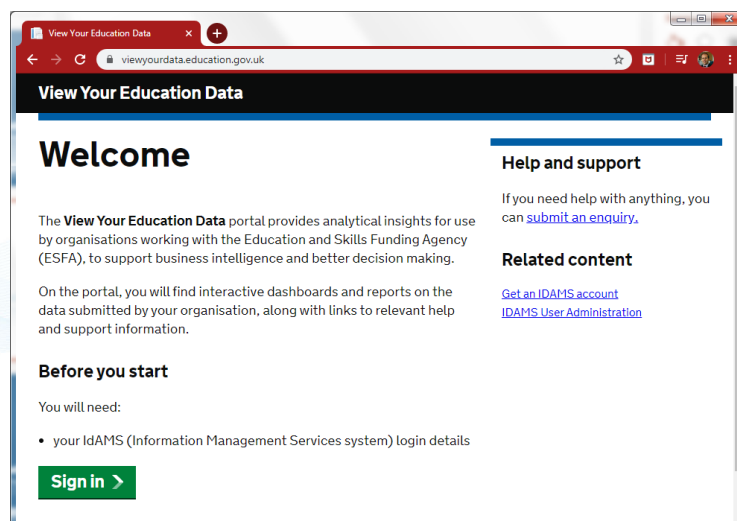
## Funding and monitoring reports (FRM08 and 09)

No.	Area (all policy areas)	Policy rules and guidance
FRM08	Breaks in learning which exceed 12 months/365 days	<p><b>Guidance from the QAR business rules states:</b> We treat learning aims as withdrawals for the overall QAR methodology where they have a completion status of 6 and where either:</p> <ul style="list-style-type: none"> <li>• They do not have a corresponding restart record in the same funding year or in the following two funding years or;</li> <li>• The planned break recorded in the R14 ILR return for 2018 to 2019 has no corresponding restart record in the R04 ILR return of 2019 to 2020.</li> </ul> <p><b>Adult education budget</b> You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn.</p> <p><b>Apprenticeships</b> The apprentice may take a break in learning where they plan to return to the same apprenticeship programme and you have agreed this with the employer.</p>
FRM09	Transferred learners with no new learning recorded in the ILR	<p><b>Guidance from the QAR business rules states:</b> The following exclusions apply to all QAR, pass and retention rates:</p> <ul style="list-style-type: none"> <li>• Where a learner transferred to a different programme or learning aim within the same provider.</li> <li>• Where a learner transferred to a new provider following our intervention or from the Department for Education.</li> </ul> <p>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.</p>

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

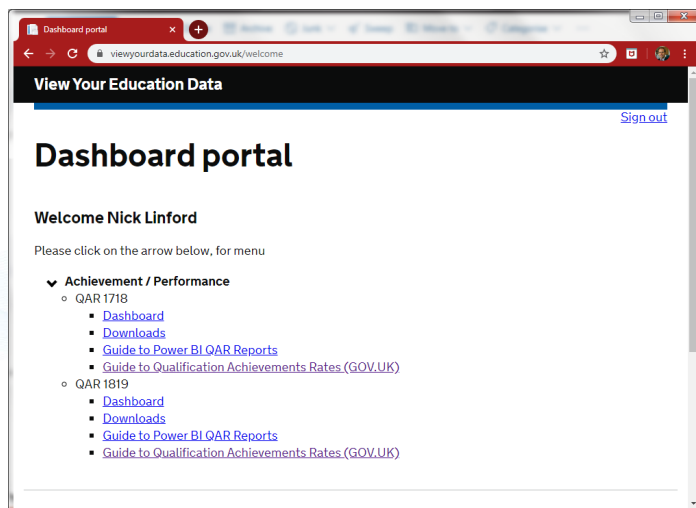


## Provider access to QAR reports



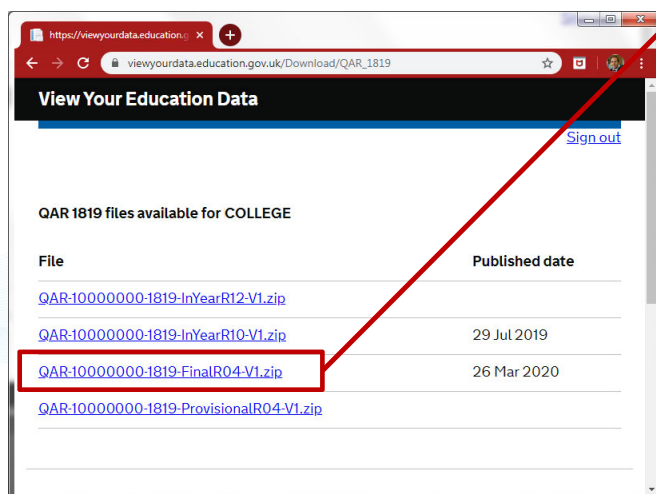
<https://viewyourdata.education.gov.uk/>

## View your education data portal



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

## Downloads: QAR zipped file

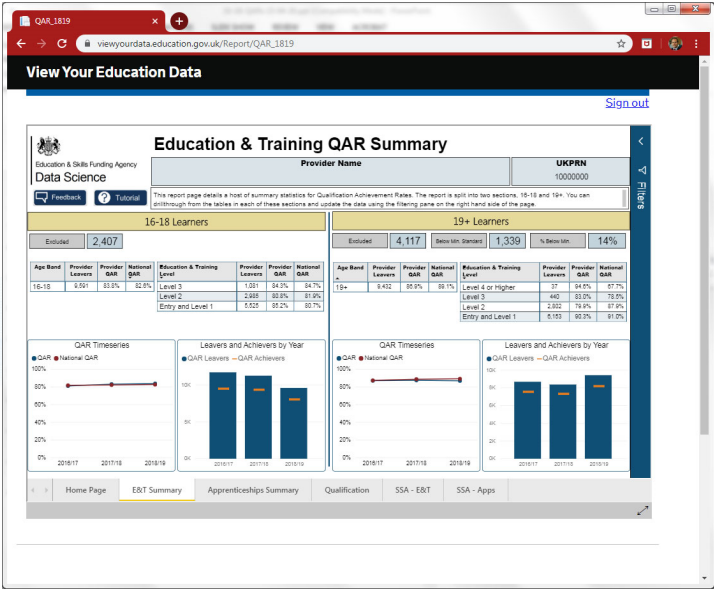


10000000 1819\_QAR\_FinalR04-APP S\_Combined.csv

Huge CSV file with every enrolment and 71 columns

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

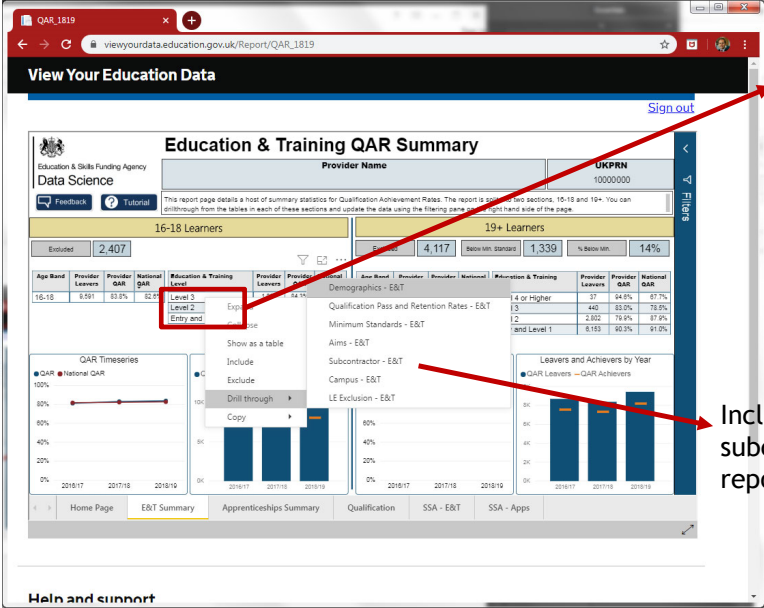
# Dashboard - E&T QAR summary



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

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

# Dashboard drill through

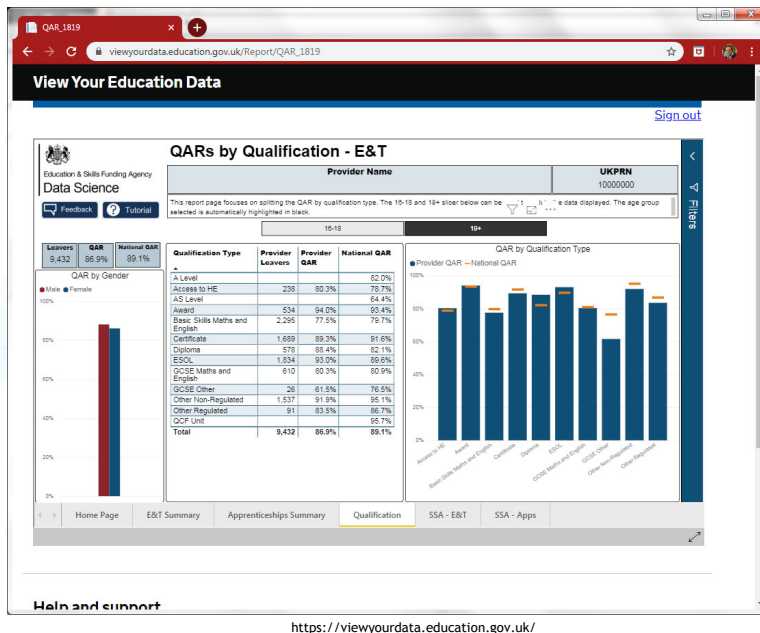


Right click in a field

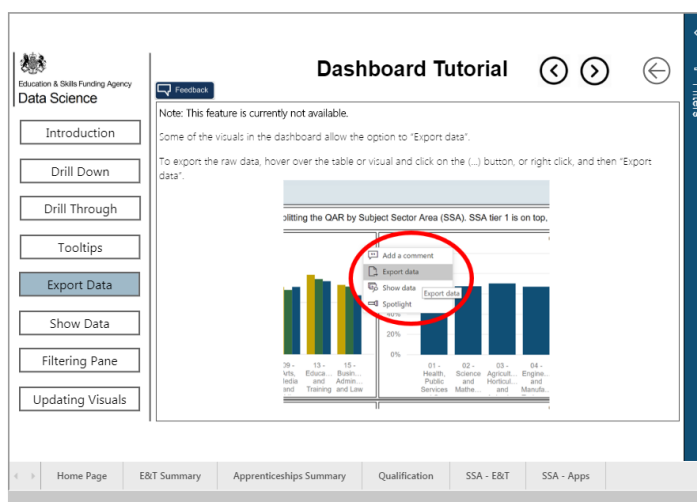
Includes subcontractor report

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

## 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

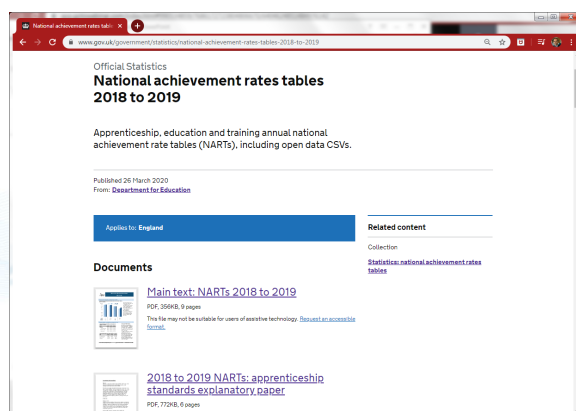
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### National achievement rate tables - 26 March 2020

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>

- [2018 to 2019 education and training NARTs overall headline](#)  
H5 Excel Spreadsheet, 1.05MB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)
- [2018 to 2019 education and training NARTs overall institution](#)  
H5 Excel Spreadsheet, 6.82MB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)
- [2018 to 2019 education and training NARTs overall qualifications](#)  
H5 Excel Spreadsheet, 2.48MB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)
- [2018 to 2019 education and training NART overall GCSE pass rate and achievement rate](#)  
H5 Excel Spreadsheet, 907KB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)
- [2018 to 2019 NARTs three year trends - institutions](#)  
H5 Excel Spreadsheet, 3.02MB  
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

## Create tables from NARTs for your own achievement rate data

### Careful use of filters in Excel

**2018 to 2019 education and training NARTs overall headline**

MS Excel Spreadsheet, 1.08MB

This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

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

MS Excel Spreadsheet, 607KB

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**2018 to 2019 education and training NARTs overall institution**

MS Excel Spreadsheet, 6.82MB

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**2018 to 2019 NARTs three year trends - institutions**

MS Excel Spreadsheet, 3.02MB

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**2018 to 2019 education and training NARTs overall qualifications**

MS Excel Spreadsheet, 2.48MB

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>

## 19+ three year trend

Cohort			
Level	2016/17	2017/18	2018/19
1	5,120	5,180	6,150
2	2,900	2,660	2,800
3	630	500	440
4	40	40	40
All	8,690	8,380	9,430

Retention			
Level	2016/17	2017/18	2018/19
1	95.8	94.9	94.5
2	94.1	93.3	89.4
3	89.5	92.2	90
4	84.6	87.8	97.3
All	94.8	94.2	92.8

Pass			
Level	2016/17	2017/18	2018/19
1	93.1	94.1	95.5
2	90.3	90.3	89.4
3	89.3	93	92.2
4	51.5	94.4	97.2
All	91.8	92.8	93.6

Achievement			
Level	2016/17	2017/18	2018/19
1	89.3	89.3	90.3
2	85	84.3	79.9
4	80	85.7	83
3	43.6	82.9	94.6
All	87	87.5	86.9

**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.](#)

The screenshot shows the Excel interface with the 'E and T Overall' tab selected. The data is organized into columns for Institution Type, Hybrid End Year, Age, Qualification Level, Overall Cohort, Overall Achievement Rate, Retention Rate %, and Pass Rate %. The '19+' filter is applied to the 'Age' column.

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, 6.62MB

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### 19+ achievement at college x

Qualification Type	Cohort	Pass %	Retention %	Achievement %
Access to HE	240	91.0	88.2	80.3
Award	530	98.0	95.9	94.0
Basic Skills Maths and English	2,300	84.8	91.5	77.5
Certificate	1,690	96.8	92.2	89.3
Diploma	580	95.5	92.6	88.4
ESOL	1,830	97.5	95.4	93.0
GCSE Maths and English	610	89.3	90.0	80.3
Other Non-Regulated	1,540	98.3	93.5	91.9
Other Regulated	90	90.5	92.3	83.5
All Qualification Types	9,430	93.6	92.8	86.9

19+ Certificate				
Level	Cohort	Pass %	Retention %	Achievement %
1	720	99.7	98.3	98.0
2	920	94.2	87.2	82.1
3	40	97.2	97.3	94.6
All	1,690	96.8	92.2	89.3

Qualification Level	Overall Cohort	Overall Achievement Rate %	Pass Rate %	Retention Rate %
All Qualification Levels	240	80.3	91.0	88.2
Access to HE	240	80.3	91.0	88.2
Access to HE	40	94.6	97.2	97.3
Access to HE	440	83.0	92.2	89.0
Access to HE	2,300	79.9	89.4	89.4
Access to HE	6,150	90.3	95.5	94.5
All Qualification Levels	9,430	86.9	93.6	92.8
Access to HE	50	88.4	96.0	93.5
Access to HE	490	95.3	99.1	96.1
Access to HE	530	94.0	98.0	95.9
Access to HE	300	52.1	62.3	63.6
Access to HE	1,820	82.5	89.7	83.9
Access to HE	2,300	77.5	84.5	81.5
Access to HE	40	94.6	97.2	97.3
Access to HE	720	98.0	99.7	98.3
Access to HE	920	82.1	87.2	82.1
All Qualification Levels	1,690	89.3	96.8	92.2
Certificate	0	-	-	-
Certificate	1	90	92.9	100.0
Certificate	170	94.2	92.7	90.9
Certificate	300	89.1	96.7	93.9
Certificate	580	88.4	95.5	92.6
Certificate	0	-	-	-
ESOL	2	140	89.3	94.5
ESOL	1,780	93.4	97.6	95.5
ESOL	1,830	90.0	97.5	95.4
ESOL	610	80.3	89.3	80.3
ESOL	610	80.3	89.3	80.3
ESOL	0	-	-	-
ESOL	2	-	-	-
ESOL	380	92.1	96.7	95.2
ESOL	1,160	91.9	96.9	92.9

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

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Education and Training Overall GCSE Achievement Rates - Headline										
Hybrid End Year	Institution Type	Age	GCSE Type	Overall Cohort	Aims Achieved Grades A* to C	Aims Achieved Grades D to G	Total Aims Achieved	Achievement Rate % Grades A* to C	Achievement Rate % Grades D to G	Total Achievement Rate %
2018/19	All Institution Type	16-18	All GCSE Type	273,199	67,276	166,780	235,976	37.9	42.2	80.1
2018/19	All Institution Type	16-18	GCSE English	136,140	33,710	78,530	112,240	41.1	39.6	80.7
2018/19	All Institution Type	16-18	GCSE Mathematics	30,070	10,600	13,360	23,960	35.3	44.4	79.7

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

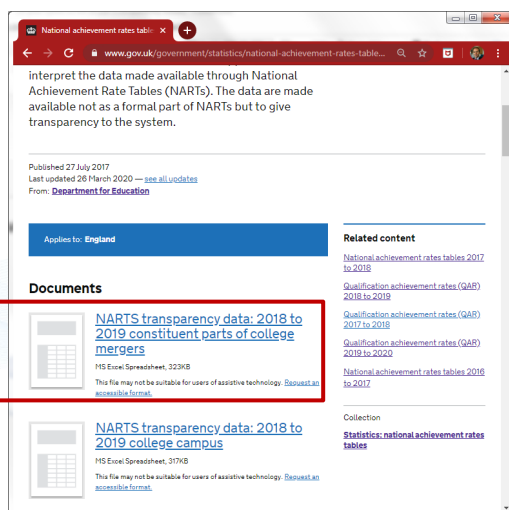
## 5. Other performance data, including new tables for college mergers and college campuses

Back at 13:32

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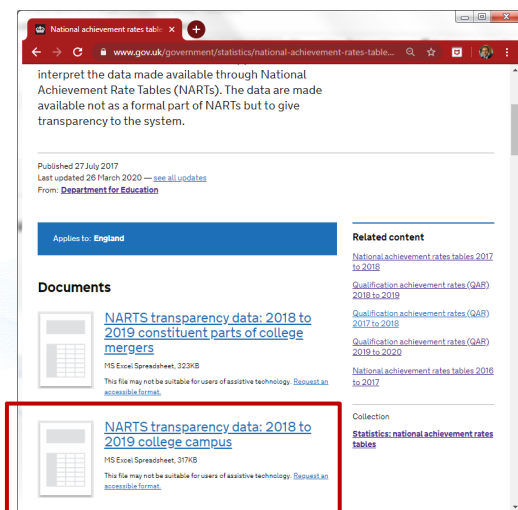
### New college merger data



“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>

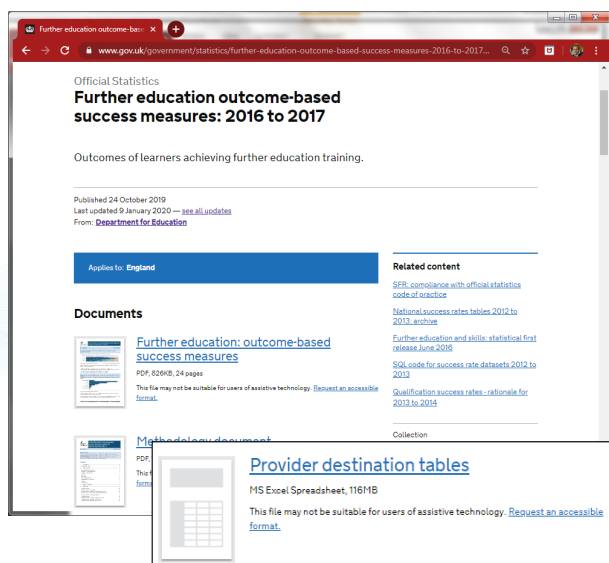
## New campus-level data



“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>

## 6. Set and report on stretching QAR targets and benchmarks

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### Use the NARTs to set QAR targets

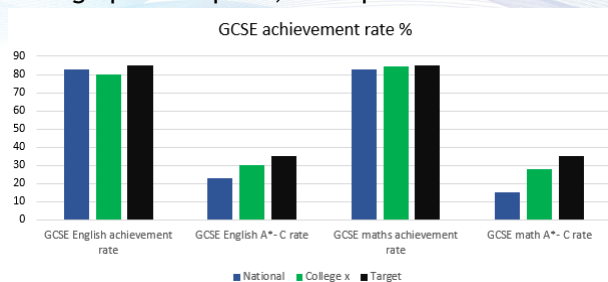
This is where you could use the individual qualification figures, compared to same provider type

[2018 to 2019 education and training NARTs overall qualifications](#)  
V10.0 - Last Updated: 24/05/19  
This file may not be suitable for users of assistive technology. [Request an accessible file](#)

Example, based on specific qualification

Aim	Qualification	Level	19+	Cohort	Retention %	Pass %	Achievement %
60028270	Diploma in Art and Design	3	College sector average	260	81.8	95.0	86.0
			Last year	30	90.4	91.8	83.0
			Target this year	30	95	95	90

Use graphs in reports, to help visualise the information





## 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 19+ 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, particularly retention. 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

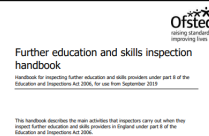
- performance data should be available for all the key criteria from the EIF, and for all the activities/areas that are subject to assessment;
- data should include performance trends (to confirm year-on-year changes) and performance comparisons against other providers (benchmark data);
- evidence should 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



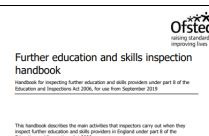
### The self-assessment report

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

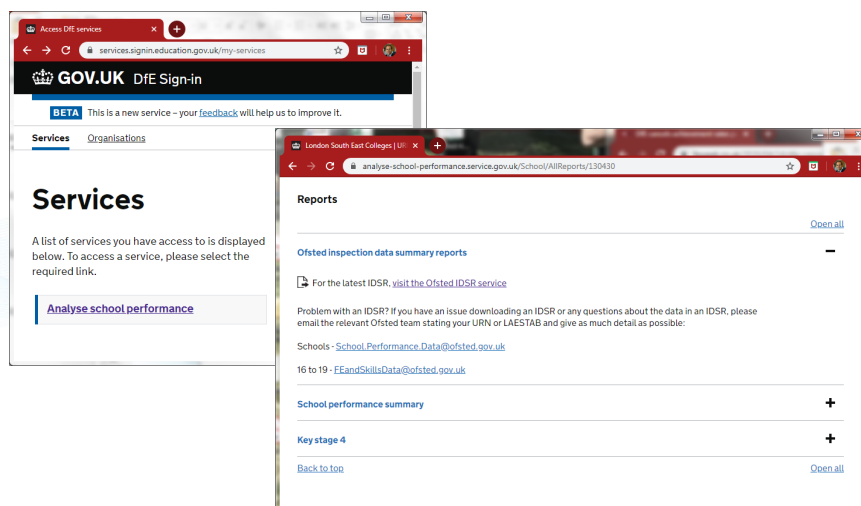


Inspectors will not look at internal progress and attainment data on GCSE and A-level courses where fixed-time terminal examinations comprise the entire assessment of the course. Similarly, inspectors will not normally look at predicted in-year achievement and attainment data more generally. That does 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

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

Leaders have strengthened governance arrangements since the previous inspection. Governors, who are senior politicians in the council, increasingly hold the new leadership team to account to improve the quality of education and training that LearningSkills provides. Leaders and managers at all levels have an accurate understanding of what they need to improve and how they need to develop the curriculum to meet the diverse needs of the communities that they serve.

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



## Ofsted rely less on official achievement data - but still important

“Leaders and managers must improve the quality of education for students, adult learners and apprentices studying English and mathematics. Teachers need to ensure that students’ attendance to these classes improves significantly. They need to ensure that adults recall and apply their learning and make sure that more students **achieve their qualifications.**”

Cambridge Regional College

“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”

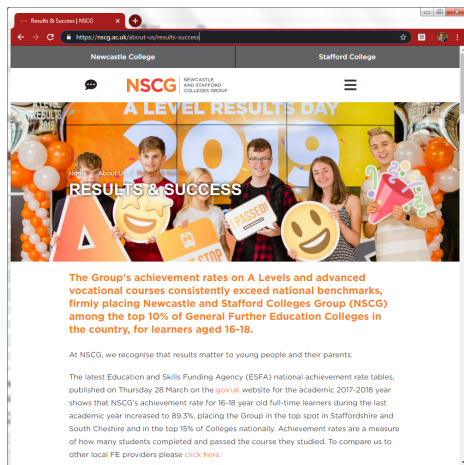
Brooklands College

### 9. Use your achievement rates in marketing

*Expert webinar*

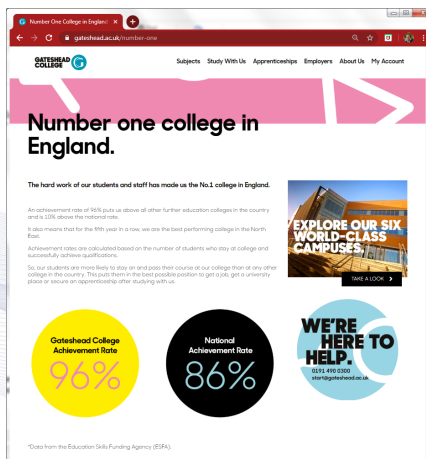
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## Provider website statements



“The Group's achievement rates on A Levels and advanced vocational courses consistently exceed national benchmarks

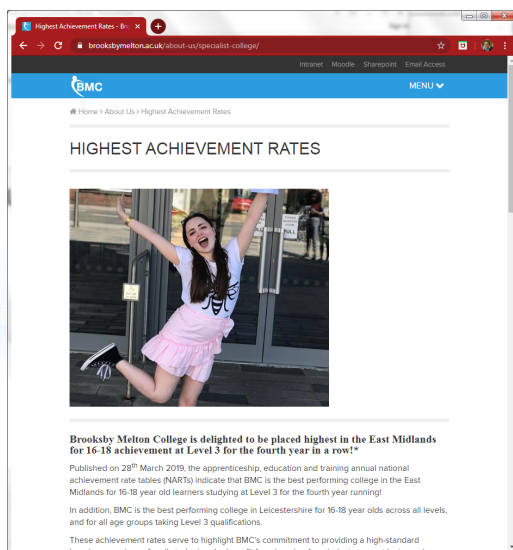
<https://nscg.ac.uk/about-us/results-success>



“The hard work of our students and staff has made us the No.1 college in England.”

<https://www.gateshead.ac.uk/number-one>

## Pick the rate you want to show off

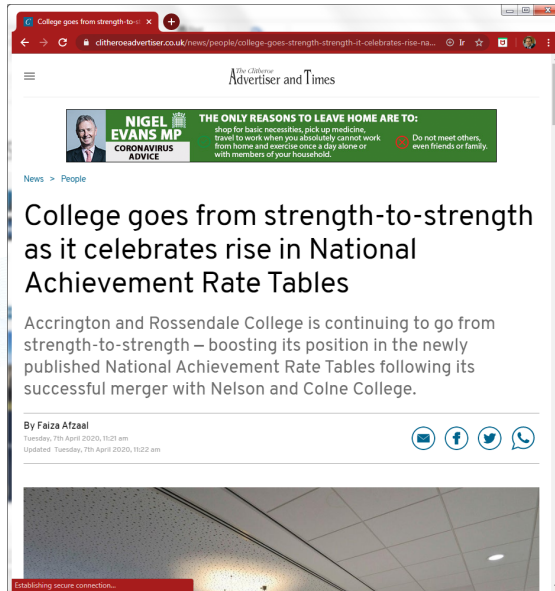


“BMC is the best performing college in the East Midlands for 16-18 year old learners studying at Level 3.”

Could you do something similar focussing on adult learners - compared to regional averages?

<https://www.brooksbymelton.ac.uk/about-us/specialist-college/>

## 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.”

## What does your course prospectus say?



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

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### 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



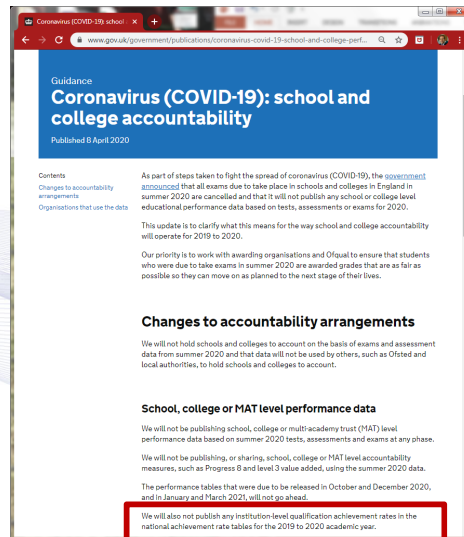
<https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2019-to-2020>

## 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>

## What about outcome-based success measures?

Progression and destination (particularly into work) will be of particular interest to the mayoral devolved authorities distributing adult education budget funding

Work the GLA is doing is worth keeping an eye on.

“Chair of the Outcomes for Londoners Advisory Group, informed the Board that the group was looking at how outcome, or impact-based measures could be recorded more efficiently. The London Learner Survey feasibility study would look at the cost implications of different levels of data collection and progress would be reported back to the Board in due course.” *GLA's Skills for Londoners Board, draft minutes from 11 Feb meeting*

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

