



Agenda

12:00 - 14:30

1. The ILR, business rules and technical specification
2. Funding and monitoring (FAM) reports
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. The new transparency data tables for 'apprenticeship standards delays'
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 73 slides will be sent to attendees after the webinar

Warning

Technical
training

Apprenticeship achievement rate summary

ESFA: “The apprenticeship qualification achievement rate (QAR) is a measure of the quality of the apprenticeship programmes that a provider delivered in a funding year.

“We use QARs in the National Achievement Rate Tables (NARTs) to show apprentices and employers the relative quality of provision. Ofsted also use them as part of their inspection process.”

Focus today on 2018/19 apprenticeship rates

Provider type	Cohort	Achievement rate
General FE and Tertiary College	98,380	66.7%
Other Public Funded	25,260	72.7%
Private Sector Public Funded	168,190	62.2%
Schools	150	86.9%
Sixth Form College	1,390	59.9%
Specialist College	2,890	69%
All Institution Type	296,260	64.7%

Less than 2/3 retained
AND passed (achieved)

This 'expert' webinar for
apprenticeship providers
about understanding,
improving and using
achievement rate information

1. The ILR, business rules and technical specification

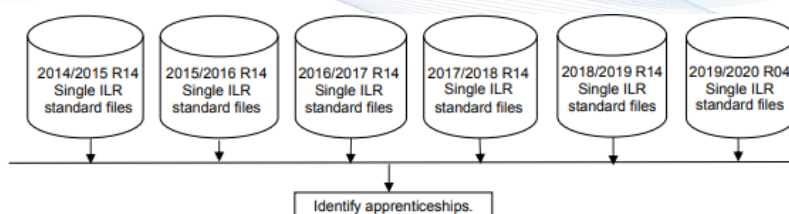
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Achievement rates - the easy calculation

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

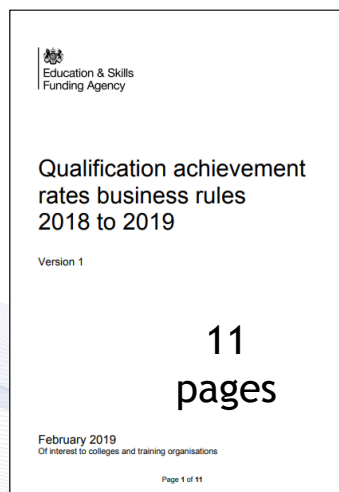
But ESFA calculation in reality relies on multiple data files and complex set of data variable



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.”

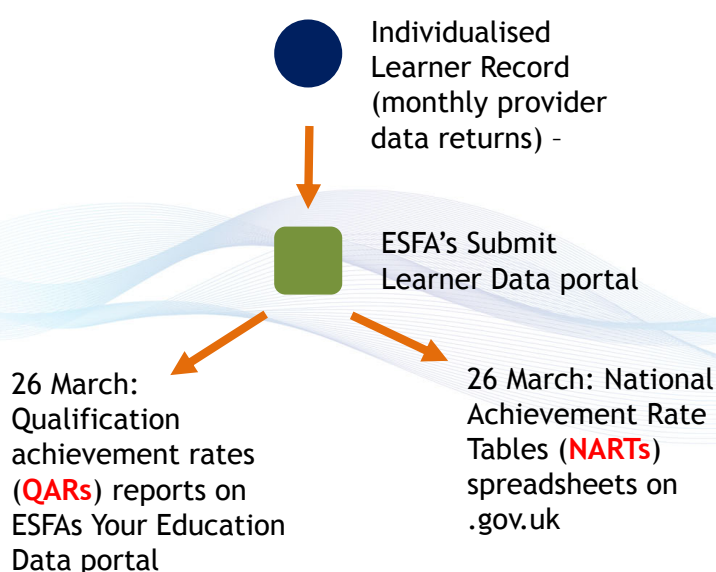
“The apprenticeship QAR methodology has two measures - the ‘overall’ QAR and the ‘timely’ QAR”

To decide which year’s QAR data a learner’s data is included in, the ESFA creates a ‘hybrid end year’, which is the latter of:

- > the achievement year of an apprenticeship
- > the actual end year of an apprenticeship
- > the planned end year of an apprenticeship
- > the reporting year

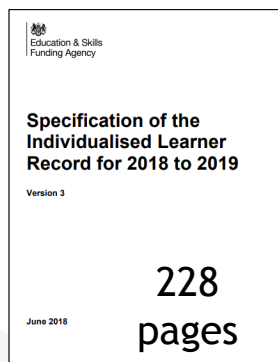


How achievement rates are calculated



The ILR - key fields for QAR

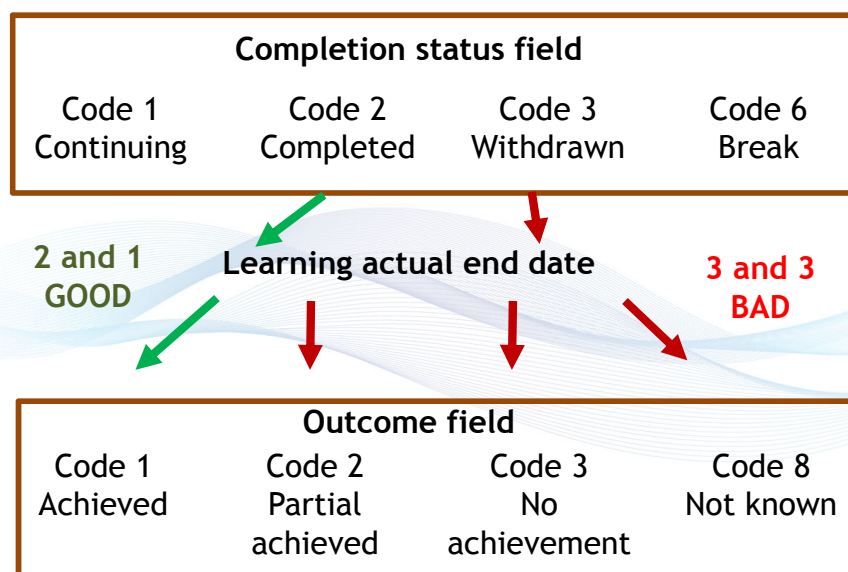
- > UKPRN
- > Learner reference number
- > Learning aim reference
- > Learning start date
- > Learning planned end date
- > Funding model
- > Aim and prog/type codes
- > Completion status
- > Learning actual end date
- > Withdrawal reason (for some exemptions)
- > Outcome



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

Note: changes to use of end and achievement dates for 2019/20. More on that later

The typical key ILR completion and outcome codes



Excluded for not meeting minimum duration

For an apprentice to be included in achievement data they would have needed to generate some funding

They would therefore have needed to attend for the minimum duration, as per ILR start and actual end date

Minimum duration is 42 calendar days
(equivalent to 6 weeks) based on ILR data

Other exclusions include:

- > Apprenticeships with no ESFA funding
- > Transfer to a new provider after ESFA intervention or merger
- > Apprenticeship standards with a learning start date before the effective from date of the aim in LARS

Full list in the QAR specification doc

Breaks in learning and importance of R04

Aims where the learner is on a planned break (with a Completion status of 6 'Learner has temporarily withdrawn from the aim due to an agreed break in learning'), are treated as a withdrawal for the overall methodology where either of these apply:

- they do not have a corresponding restart record in the same funding year
- they do not have a corresponding restart record in the following funding year
- if the planned break was recorded in the ILR R14 return for funding year 2017 to 2018, they do not have a corresponding restart record in the R04 ILR return of the funding year 2019 to 2020

Timely achievement (frameworks only)

Timely QAR for 2018/19 is based on the planned end year (1 August 2017 to 31 July 2018) of an apprenticeship framework. The ESFA does not calculate the timely QAR for apprenticeship standards.

In timely QARs, the ESFA counts an apprenticeship as achieved if the achievement date is:

- > on or before the planned end date
- > no more than **90 days** after the planned end date

Timely achievement typically helps identify problems with initial assessment as course taking longer than planned (Ofsted may refer to it)

Importance of matching ILRs over multiple years

“As we base apprenticeship QARs on the programme aim’s planned end date, we merge the ILR files from all years to identify all the programme aims that are planned to be completed in the years being reported on”

“We use various combinations of variables to ensure that we match the correct programme aims. The UKPRN, Learner reference number, Programme type and Framework code or Standard code are matched together with the following combinations, in the following sequence:”

- Learning start date, Learning planned end date and Learning actual end date
- Learning start date and Learning planned end date
- Learning start date and Learning actual end date
- Learning start date

Mismatching ILR means not removed, but non-achieved (withdrawn) apprentices

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 and monitoring reports can help avoid this

2. Funding and monitoring (FAM) reports

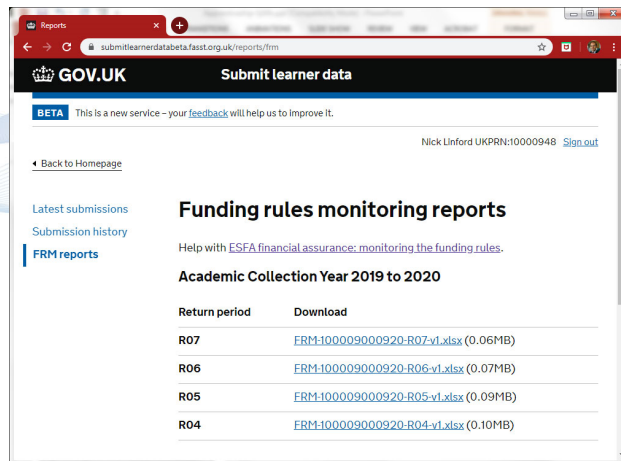
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Funding and monitoring reports (FAM)

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 and monitoring reports (FRM04 and 05)

No.	Area (all policy areas)	Policy rules and guidance
FRM04	Changes to the 'Actual end date' between years	<p>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.</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>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.</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 and 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>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.</p> <p>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.</p>
FRM07	Breaks in learning where the learning is not re-planned when the learner returns	<p>Guidance from the provider support manual states: 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>Apprenticeships 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>Adult education budget and advanced learner loans 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>

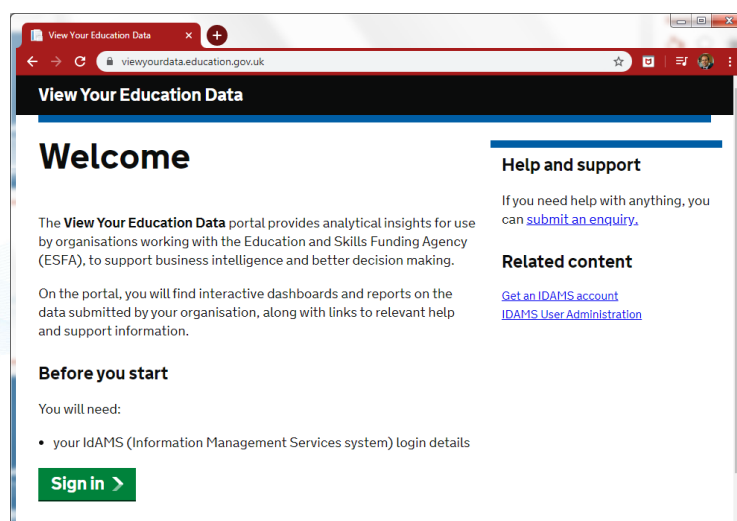
Funding and monitoring reports (FRM08 and 09)

No.	Area (all policy areas)	Policy rules and guidance
FRM08	Breaks in learning which exceed 12 months/365 days	<p>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 6 and where either:</p> <ul style="list-style-type: none"> • They do not have a corresponding restart record in the same funding year or in the following two funding years or; • 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. <p>Adult education budget 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>Apprenticeships 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>Guidance from the QAR business rules states: The following exclusions apply to all QAR, pass and retention rates:</p> <ul style="list-style-type: none"> • 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. <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>

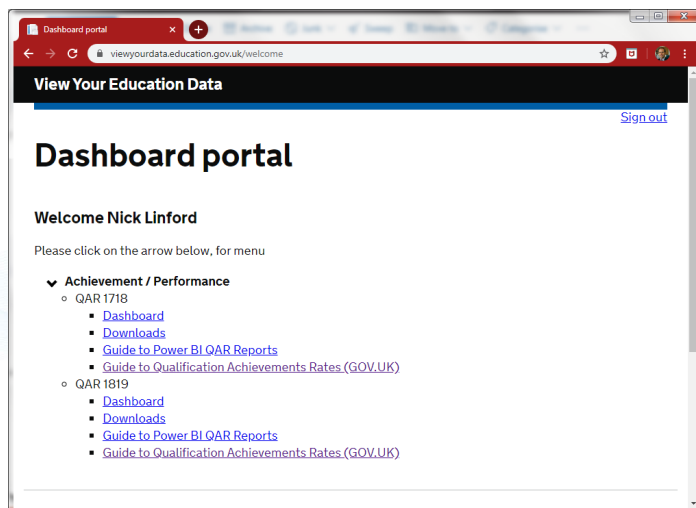


Provider access to QAR reports



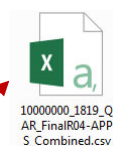
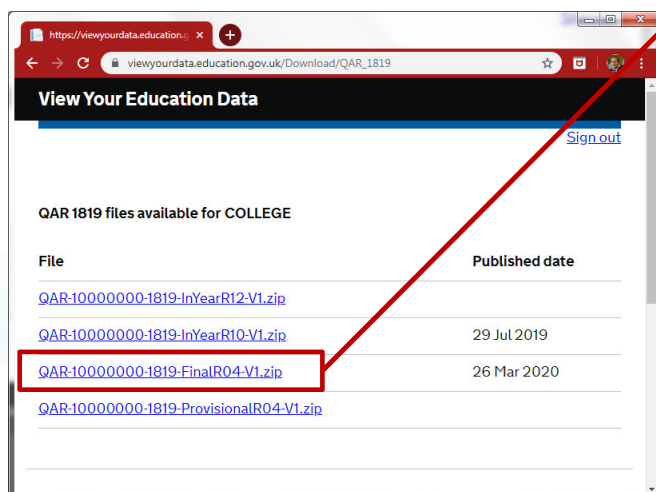
<https://viewyourdata.education.gov.uk/>

View your education data portal



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

Downloads: QAR zipped file



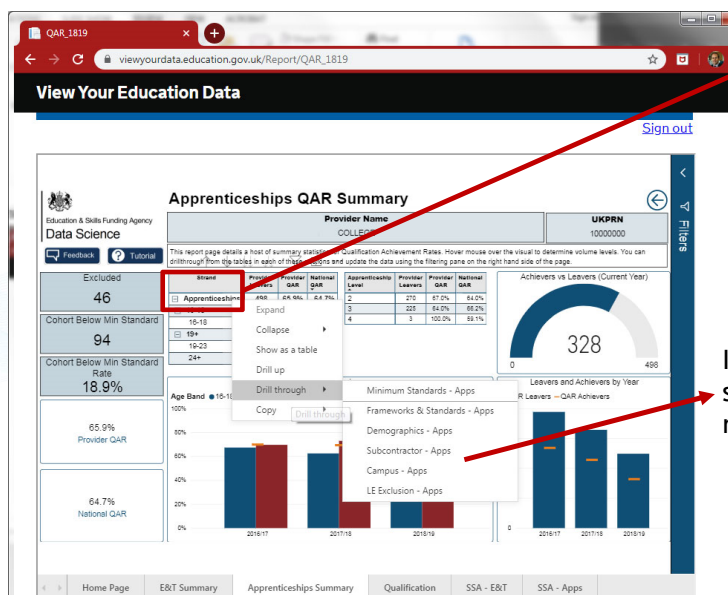
Huge CSV file with every enrolment and 71 columns

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

Dashboard - Apprenticeship QAR summary



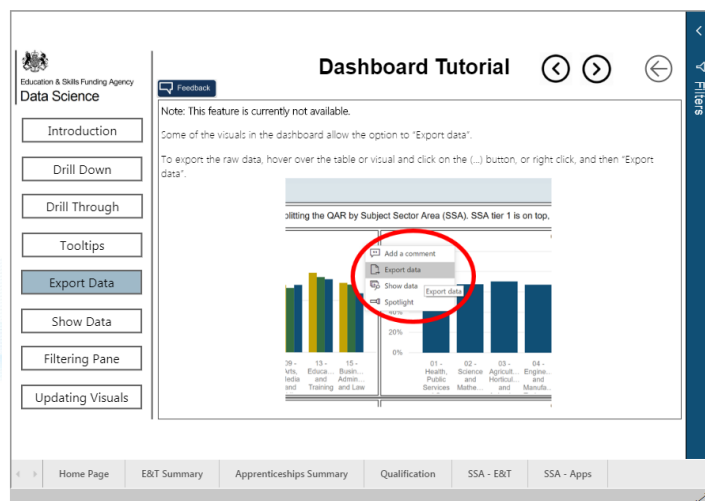
Dashboard drill through



Right click in a field

Includes subcontractor report

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

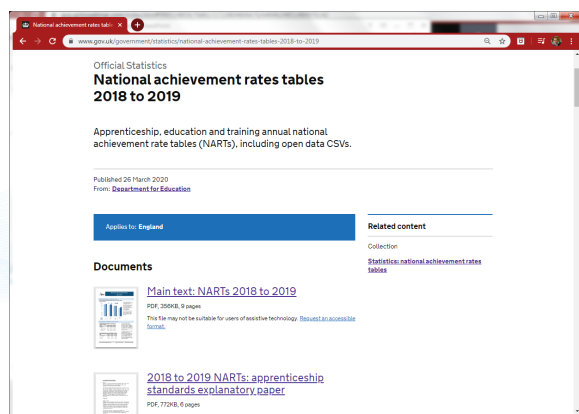
Return at 13:05

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National achievement rate tables - 26 March 2020

Where the most useful data is published in spreadsheets



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>

Overall

[2018 to 2019 apprenticeship NARTs overall headline](#)

MS Excel Spreadsheet, 2.22KB
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

[2018 to 2019 apprenticeship NARTs overall institution](#)

MS Excel Spreadsheet, 3.57KB
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

[2018 to 2019 NARTs three year trends - institutions](#)

MS Excel Spreadsheet, 3.02KB
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

Timely

[2018 to 2019 apprenticeship NARTs timely headline](#)

MS Excel Spreadsheet, 1.81KB
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[2018 to 2019 apprenticeship NARTs timely institution](#)

MS Excel Spreadsheet, 6.20KB
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Overall achievement rates by level



[Main text: NARTs 2018 to 2019](#)

PDF, 356KB, 9 pages
This file may not be suitable for users of assistive technology. [Request an accessible format.](#)

Apprenticeships overall achievement rates by level

Apprenticeships overall achievement rates by level (2016/17 to 2018/19)

Level	2016/17	2017/18	2018/19
All Levels	67.1%	66.9%	64.7%
Intermediate Level	66.4%	66.6%	64.0%
Advanced Level	68.9%	67.9%	66.2%
Higher Level	61.2%	63.2%	59.7%

Overall the apprenticeship achievement rate has seen a decrease of 2.2 percentage points compared to last year. Changes in achievement rates are dependent on a combination of retention rates and pass rates. Pass rates remain similar to last year.

All age apprenticeships overall achievement rates by detailed level (2016/17 to 2018/19)

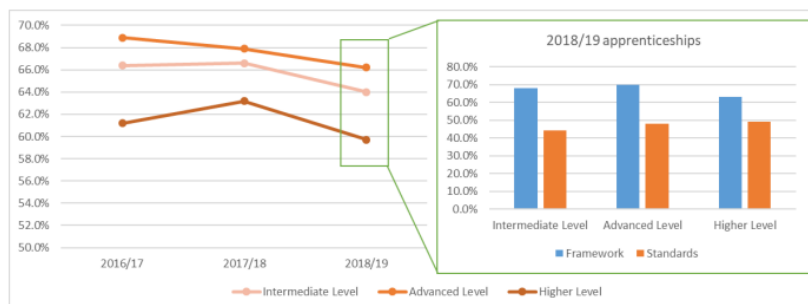
Detailed Level	2016/17		2017/18		2018/19	
	Cohort	%	Cohort	%	Cohort	%
Level 2	243,370	66.4%	227,280	66.6%	139,900	64.0%
Level 3	151,610	68.9%	163,080	67.9%	132,910	66.2%
Level 4	6,530	60.7%	8,890	61.7%	10,060	59.1%
Level 5	10,900	61.5%	15,520	64.1%	12,880	60.3%
Level 6+	-	-	120	65.8%	520	57.3%
Grand Total	412,420	67.1%	414,890	66.9%	296,260	64.7%

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874731/NARTs_statistical_release_201819.pdf

Frameworks compared to standards

Apprenticeships overall achievement rates for frameworks and standards

All age apprenticeships overall achievement rates by level (2016/17 to 2018/19) and framework and standards (2018/19)



Achievement rates substantially lower for standards - problem of retention (see next slide)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874731/NARTs_statistical_release_201819.pdf

Overall retention and pass rates

[2018 to 2019 NARTs: apprenticeship standards explanatory paper](#)

PDF, 772KB, 6 pages

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

Data for all apprenticeships

	2016/17	2017/18	2018/19
Achievement Rate	67.1%	66.9%	64.7%
Retention Rate	68.0%	67.6%	65.7%
Pass Rate	98.7%	98.9%	98.4%
Volume of Leavers	412,420	414,890	296,260

Retention is 21.4 % points lower for standards!

Framework compared to standards

Values	Frameworks	Standards
Achievement Rate	68.7%	46.6%
Retention Rate	69.7%	48.3%
Pass Rate	98.7%	96.4%
Volume of Leavers	241,670	54,590

Note: this is first time retention and pass rate published (with no detailed explanation as to how, nor any disaggregation)

Retention % x pass % = achievement %

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874972/Apprenticeship_Standards_Achievement_Rates_Paper_201819.pdf

Three year trends

[2018 to 2019 NARTS three year trends - institutions](#)
MS Excel Spreadsheet, 3.02MB
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First - be alert to QAR specification change

		Revised	Published Last Year	Change
Apprenticeships	2016/17	67.1%	67.4%	-0.3
	2017/18	66.9%	67.3%	-0.4

Revisions:

'Achievement date' from ILR included in hybrid end year for trailblazer standards

Restarts excluded where the original instance of learning was with a different provider

Excluded records recorded as withdrawn because they were part of a merger

Excluded apprenticeship standard records with a 'Learning Start Date' on the ILR before the associated 'Effective From Date' of the learning aim recorded in the Learning Aim Reference Service (LARS) - these were unfunded.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874731/NARTs_statistical_release_201819.pdf

Create tables from NARTs for your own achievement rate data

Careful use of filters in Excel

[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.](#)

[2018 to 2019 apprenticeship NARTs overall headline](#)
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[2018 to 2019 apprenticeship NARTs overall institution](#)
MS Excel Spreadsheet, 7.57MB
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<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019>

Three year trend - age

Age all level - cohort	2016/17	2017/18	2018/19	2017/18	2018/19
16-18	230	220	290	-10	70
19-23	220	190	140	-30	-50
24+	330	250	60	-80	-190
All Age	780	660	500	-120	-160

Age all level - QAR %	2016/17	2017/18	2018/19	2017/18	2018/19
16-18	67.4	62.5	65.5	-4.9	3
19-23	63.3	70.6	72	7.3	1.4
24+	73.9	74.9	53.2	1	-21.7
All Age	69	69.5	65.9	0.5	-3.6

2018 to 2019 NARTS three year trends - institutions

This Excel Spreadsheet, 3.02MB

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Apprenticeships Overall Achievement Rates For Institutions - Headline								
Institution Name	UKPFI	Institution Type	Headline End Year	Age	Apprenticeship Level	Apprenticeship Type	Overall Cohort	Overall Achievement Rate %
8/19	2017/18	2018/19						
90	-10	70						
40	-30	-50						
60	-80	-190						
00	-120	-160						
8/19	2017/18	2018/19						
5.5	-4.9	3						
72	7.3	1.4						
3.2	1	-21.7						
5.9	0.5	-3.6						

READY 41 OF 26,274 RECORDS FOUND | Apprenticeship Overall | E and T Div ... | 70%

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>

Three year trend - level

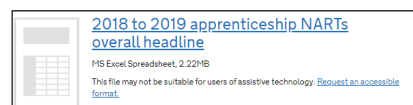
Level, all age - cohort	2016/17	2017/18	2018/19	2017/18	2018/19
Level 2	450	330	270	-120	-60
Level 3	310	310	230	0	-80
Level 4+	-	-	-	n/a	n/a
All Age	780	660	500	-120	-160

Level, all age - QAR %	2016/17	2017/18	2018/19	2017/18	2018/19
Level 2	65.2	68.1	67	2.9	-1.1
Level 3	77	70.4	64	-6.6	-6.4
Level 4+	-	-	-	n/a	n/a
All Age	69	69.5	65.9	0.5	-3.6

Trend data is for institutions but not disaggregated to frameworks and standards

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

Comparing individual frameworks and standards - headline



Hybrid End Year	Institution Type	Age	Sector Subject Area Tier 1	Sector Subject Area Tier 2	Apprenticeship Type	Apprenticeship Level	Framework Code	Framework/Standard	Overall Cohort	Overall Achievement Rate %
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Intermediate	2	533	Agriculture	420	78.3
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Advanced	3	533	Agriculture	80	81.1
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Higher	4+	533	Agriculture	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	All	All Levels	533	Agriculture	600	79.2
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Intermediate	2	530	Farming	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	All	All Levels	530	Farming	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Intermediate	2	530	Gold Greenkeeper	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	All	All Levels	530	Gold Greenkeeper	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Intermediate	2	525	Land-based Engineering	160	69.6
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	Advanced	3	525	Land-based Engineering	-	-
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Agriculture	All	All Levels	525	Land-based Engineering	80	70.8
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Animal Care and Veterinary Science	Intermediate	2	439	Animal Care	270	71.7
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Animal Care and Veterinary Science	Advanced	3	439	Animal Care	50	68.7
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Animal Care and Veterinary Science	All	All Levels	439	Animal Care	320	70.8
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Animal Care and Veterinary Science	Intermediate	2	531	Equine	430	72.7
2019/20	Attainment Type	16-18	Agriculture, Horticulture and Animal Care	Animal Care and Veterinary Science	Advanced	3	531	Equine	290	73.8

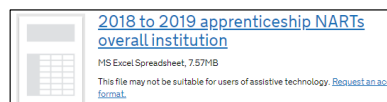
Framework and standards tab

Framework code (as per LARS) and -1 tells you it is a standard

Note: 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>

Comparing individual frameworks and standards - institution



Overall-institutional - Excel													?	⌵	⌶	⌷	⌸	⌹	⌺	⌻	⌼	⌽	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	⌿	
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Framework and standards tab

Framework code (as per LARS) and -1 tells you it is a standard

Note: 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>

Comparing individual frameworks and standards

Example comparison for hospitality at level 2

Level 2 Hospitality Institution type	Framework		Standard	
	Cohort	QAR %	Cohort	QAR %
General FE and Tertiary College	480	67.7	170	32.3
Private Sector Public Funded	890	55.2	3,260	36.5
Other Public Funded	50	84.6	n/a	n/a
All Institution Type	1,430	50.6	3,430	36.2

24.4 percentage point difference between framework and standard

Level 2 hospitality framework Provider	Overall Cohort	QAR %
WARRINGTON & VALE ROYAL COLLEGE	30	93.3
BABCOCK TRAINING LIMITED	170	60.9
HIT TRAINING LTD	190	60.6
LIFETIME TRAINING GROUP LIMITED	240	57.4
INTERSERVE LEARNING & EMPLOYMENT (SERVICES) LIMITED	60	6.3

690 (not 1,430) at these 5 providers owing to values of 29 or fewer being excluded.

For example, no colleges with figures listed at all

Level 2 hospitality standard provider	Overall Cohort	QAR %
UMBRELLA TRAINING AND EMPLOYMENT SOLUTIONS LIMITED	30	64.5
REMIT GROUP LIMITED	70	54.8
HIT TRAINING LTD	530	45.4
BABCOCK TRAINING LIMITED	150	44.4
LIFETIME TRAINING GROUP LIMITED	2230	34
NCAL LTD	40	23.3

Only 3,050 (not 3,430) at these 6 providers owing to values of 29 or fewer being excluded.

For example, no colleges with figures listed at all

Lifetime the biggest provider - have EPA delays dragged achievement down?

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

5. The new transparency data tables for 'apprenticeship standards delays'

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ESFA “We became aware that some apprentices were unable to complete their apprenticeship standard when initially planned.

“These delays were for various reasons as the standards programme develops from its infancy, such as providers understanding how long new standards take to deliver, assessor capacity issues for some End-Point Assessment Organisations (EPAOs), some providers not planning enough time for end point assessments (EPA), and some apprentices taking longer than planned.

“In addition, there were some specific EPAO capacity issues where apprentices who were planned to complete between May-July 2019 were not be able to complete until after July 2019; impacting on Qualification Achievement Rates (QARs).”

Owing to hybrid-end-year rule, delayed achievement would be recognised in 2019/20 QAR, leaving the 2018/19 QAR artificially low.

ESFA introduced a new report to identify late achievements and continuers.



Apprenticeship standards transparency plans for 2018 to 2019

To account for delays in apprentices completing their programme

December 2019

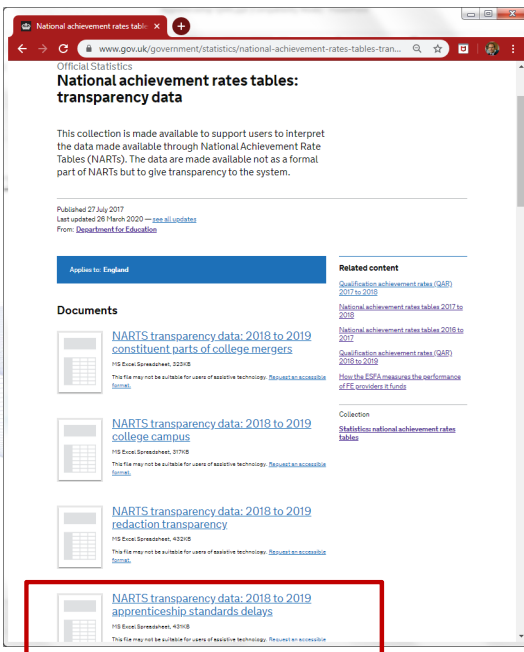
Page 1 of 6

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856551/App_standards_transparency_table_delays_FINAL.pdf

Apprenticeship standards delays

“Although we will continue use the official QAR for monitoring performance, we will account for this new transparency data in:

- > working with Ofsted to ensure that they understand what we have done and why, so that they use the data and are able to take account of it appropriately in an informed way in their inspection planning and judgements
- > recognising this data in our approach to applying Minimum Standards”



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

Transparency tables for delays

This spreadsheet shows contains apprentices who:

- completed between 1 August 2018 and 31 July 2019 and where their planned end date was on or before 31 July 2019
- were planned to complete between 1 August 2018 and 31 July 2019 and did not complete by 31 July 2019 or

Hybrid End Year	UKPRN	Provider Name	Standard Name	Overall Cohort	Overall Achievers	Overall Achievement Rate %	Still in learning after 31 July	of which achieved August - November 2019	Still in learning after 31 November
2018/19	10003915	LIFETIME TRAINING GROUP LIMITED	Hospitality Team Member	2230	760	34.0	650	360	42.7

UNOFFICIAL HIGHER RATE

Spreadsheet can be handy to get a feel for timeliness issues. Here are all providers suggesting nearly 30% of those planned to finish by 31 July 2019 were still in learning more than 3 months later

Overall Cohort	Overall Achievers	Still in learning after 31 July	of which achieved August - November 2019	Still in learning after 31 November
36,350	17,700	18,820	4,580	10,630

Note: difficult to use for smaller cohorts as if less than 30 marked with “-” and all other figures in multiples of 10

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

6. Set and report on stretching QAR targets and benchmarks

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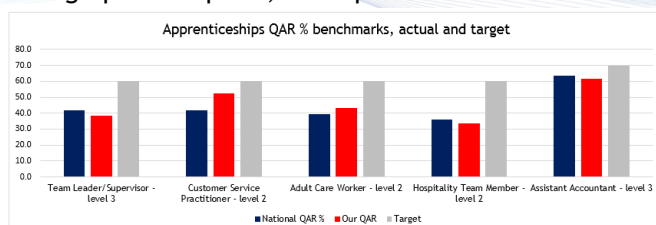
Use the NARTs to set QAR targets

List your individual frameworks and standards in two separate tables, alongside the national average, your QAR and a stretching target

Example, based on most popular standards

Standards	National QAR %	Our QAR	Target
Team Leader/Supervisor - level 3	41.6	38.5	60
Customer Service Practitioner - level 2	41.7	52.4	60
Adult Care Worker - level 2	39.4	43.4	60
Hospitality Team Member - level 2	36.2	33.4	60
Assistant Accountant - level 3	63.5	61.8	70

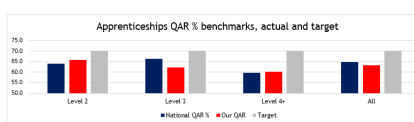
Use graphs in reports, to help visualise the information



Avoid putting too much importance on overall and headline figures in reports

It is tempting/inevitable to compare and set targets at headline level like this, and say “our achievement rate is 1.4 percentage points below national average”. But this is meaningless when helping to run your organisation as there is a wide difference between and within frameworks and standards.

Standards and frameworks	National QAR %	Our QAR	Target
Level 2	64.0	65.9	70
Level 3	66.2	62.3	70
Level 4+	59.7	60.2	70
All	64.7	63.3	70



As we switch away from frameworks, now is the time to be considering stretching QAR targets for your standards

Also consider what difference might be telling you between other factors, such as age, employer type and course duration.

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

In-year monitoring against targets

You achievement rates should never come as a surprise

Apprenticeships do not sticking to an academic year, so 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?

Age (standards and frameworks)	National QAR %	Our QAR	Target	Current in 2019/20
Team Leader/Supervisor - level 3	41.6	38.5	60	58.7
Customer Service Practitioner - level 2	41.7	52.4	60	62.3
Adult Care Worker - level 2	39.4	43.4	60	71
Hospitality Team Member - level 2	36.2	33.4	60	46.1
Assistant Accountant - level 3	63.5	61.8	70	69

This type of dashboard could be created to all for drilling down to, say, employer level. For standards, this can really help identify late completers.

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 a summary statement. Here’s a real example: “In Apprenticeships, timely and overall 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 and assessment practice has left very major legacy issues for the College’s apprenticeship provision with far reaching impact on achievement rates and financial health. The current management team is making good progress to improve provision.”

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.



Ofsted will use your SAR during inspection


Further education and skills inspection handbook
handbook for inspecting further education and skills providers under part 6 of the Education and Inspections Act 2016, for use from September 2019

This handbook describes the main activities that inspectors carry out when they inspect further education and skills providers to inspect under part 6 of the Education and Inspections Act 2016.

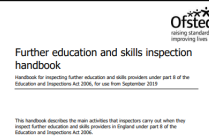
The self-assessment report

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>

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 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

But they will rely heavily on official achievement data

“Too many apprentices do not complete or achieve their qualifications.” CCCG

They may also look at grading: “Although an increasing number of learners achieve their intended qualification, too few are challenged enough to make the best possible progress, for example by being encouraged to work towards a merit or distinction grade” City College Nottingham

They also comment on subcontracting: “Too few apprentices linked to subcontracted provision complete their course and achieve their course on time.” KPMG

9. Use your achievement rates in marketing

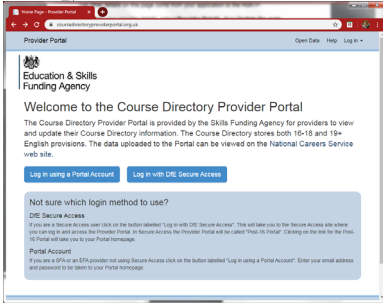
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Find apprenticeship training

Could you highlight achievement rates in your official blurb?

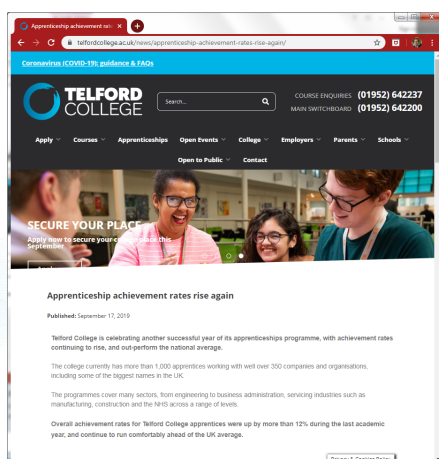
You write the blurb in the ESFA course directory provider portal



<https://findapprenticeshiptraining.apprenticeships.education.gov.uk/provider/search>

<https://coursedirectoryproviderportal.org.uk/>

Provider website statements



Apprenticeship achievement rates rise again

Telford College is celebrating another successful year of its apprenticeships programme, with achievement rates continuing to rise, and out-perform the national average.

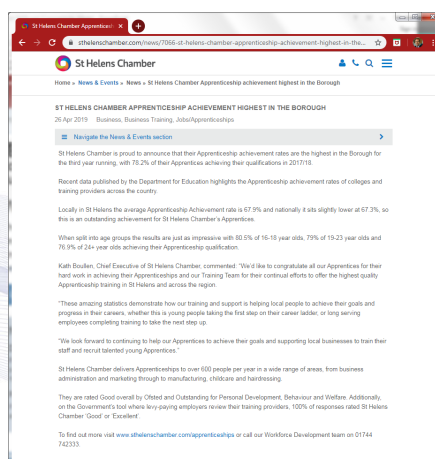
The college currently has more than 1,000 apprentices working with well over 300 companies and organisations, including some of the biggest names in the UK.

The programmes cover many sectors, from engineering to business administration, servicing industries such as manufacturing, construction and the NHS across a range of levels.

Overall achievement rates for Telford College apprentices were up by more than 12% during the last academic year, and continue to run comfortably ahead of the UK average.

“achievement rates continuing to rise, and out-perform the national average.”

<https://www.telfordcollege.ac.uk/news/apprenticeship-achievement-rates-rise-again/>



ST HELENS CHAMBER APPRENTICESHIP ACHIEVEMENT HIGHEST IN THE BOROUGH

26 Apr 2019 Business, Business Training, Jobs/Apprenticeships

St Helens Chamber is proud to announce that their Apprenticeship achievement rates are the highest in the Borough for the third year running, with 79.2% of their Apprentices achieving their qualifications in 2017/18.

Recent data published by the Department for Education highlights the Apprenticeship achievement rates of colleges and training providers across the country.

Locally in St Helens the average Apprenticeship Achievement rate is 67.9% and nationally it sits slightly lower at 67.3%, so this is an outstanding achievement for St Helens Chamber's Apprentices.

When split into age groups the results are just as impressive with 85.0% of 16-18 year olds, 79% of 19-23 year olds and 76.9% of 24+ year olds achieving their Apprenticeship qualification.

Kath Boulton, Chief Executive of St Helens Chamber, commented: "We'd like to congratulate all our Apprentices for their hard work in achieving their Apprenticeships and our Training Team for their continual efforts to offer the highest quality Apprenticeship training in St Helens and across the region."

"These amazing statistics demonstrate how our training and support is helping local people to achieve their goals and progress in their careers, whether this is young people taking the first step on their career ladder, or long serving employees completing training to take the next step up."

"We look forward to continuing to help our Apprentices to achieve their goals and supporting local businesses to train their staff and recruit talented young Apprentices."

St Helens Chamber delivers Apprenticeships to over 100 people per year in a wide range of areas, from business administration and marketing through to manufacturing, childcare and hairdressing.

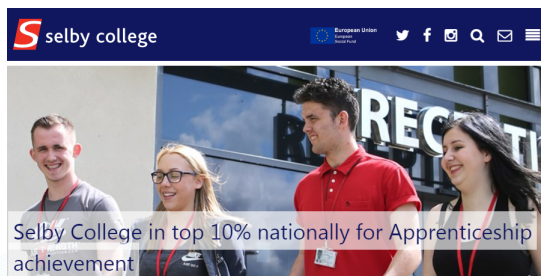
They are rated Good overall by Ofsted and Outstanding for Personal Development, Behaviour and Welfare. Additionally, on the Government's tool where key-paying employers review their training providers, 100% of responses about St Helens Chamber 'Good' or 'Excellent'.

To find out more visit www.sthelenschamber.com/apprenticeships or call our Workforce Development team on 01744 742333.

“achievement rates are the highest in the Borough for the third year running.”

<https://www.sthelenschamber.com/news/7066-st-helens-chamber-apprenticeship-achievement-highest-in-the-borough>

Compare/rank with other providers



<https://selby.ac.uk/news-events/college-news/news-from-2018-2019/selby-college-in-top-10-nationally-for-apprenticeship-achievement/>

“Following the publication of the Government’s latest National Achievement Rate Tables, Selby College is delighted that once again the highly rated institution has come in the top 10% of Further Education Colleges nationally for its Apprenticeship provision. The Achievement rate tables are the official measure of student success and demonstrate the percentage of students that were awarded a qualification on completing an academic year.

“The College ranks in 4th place out of 173 Colleges for Overall Apprenticeship Achievement, with a score of 86.2%. Selby College is also in the top 10% for its 16-18 Apprenticeship delivery, coming in 16th place out of 173 providers.”

Media and press releases



“Figures which were released last week show SGS is the top apprenticeship provider in the West of England with a 75.7% achievement rate, 11% above the national average”

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
- > Learner LEP
- > Delivery LEP
- > Learner region
- > Delivery region
- > Learner local authority
- > Delivery local authority

For marketing purposes, you can pick and choose the data you use

It could be that you focus on a particular sector or standard

“highest achievement rate in the region for construction apprentices”

“highest achievement rate of all colleges for the popular level 2 accounting apprenticeship”

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



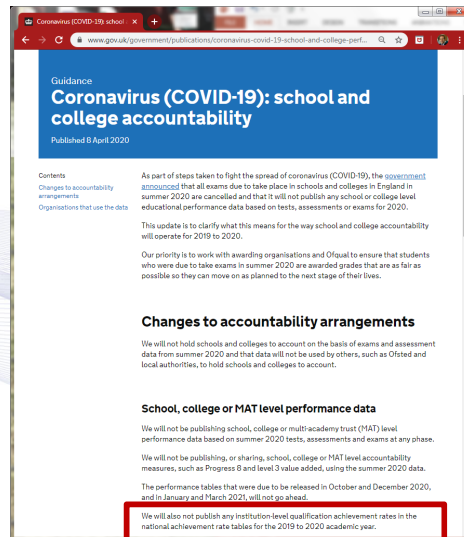
<https://www.gov.uk/government/publications/qualification-achievement-rates-qar-2019-to-2020>

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>

QAR 2020/21 - potential for big change

“We have changed the apprenticeship rules to account for the 2019 to 2020 ILR changes for apprenticeship standards. These are the changes to when you record the ‘Learning planned end date’, the ‘Actual end date’ and the ‘Achievement date’ fields in the ILR for apprenticeship standards only. Because of these ILR changes, we are reviewing how we calculate QARs for apprenticeship standards for 2020 to 2021. However, they will be unchanged for 2019 to 2020.”



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

Change to definition of planned end date

For new starts from 1 August 2019 this should not include the EPA period (so date should be the last day of the practical period / training / last hour of off-the-job time)

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Learning planned end date - LearnPlanEndDate			
Definition	The date by which the provider and learner plan to complete the learning related to this learning aim.		
Reason required	To calculate expected learning delivery periods and to calculate funding.		
Schema definitions			
XML Element Name	LearnPlanEndDate		
Field length	10	Data type	xs:date
Minimum occurrences	1	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Pattern			
Notes			
<ul style="list-style-type: none"> The planned end date of the learning aim must be entered in this field at the start of the learning aim. This should remain constant and must not be changed. It is not expected to be a rolling date subject to changes. The planned end date must remain the same between teaching years as it is used in success rates to match data from one year to the next. If a learner continues their study beyond the date planned at the start of the learning aim, this should be reflected in the learning actual end date field and the learning planned end date must remain unchanged. It is important that this date is set realistically based on historic performance, published average lengths of stay and a thorough assessment of the learner at initial assessment. See the funding documentation for further information. For apprenticeship standards, the Learning planned end date must include both the training and end point assessment period for continuing learners. For new starts on or after August 2019, the planned end date must only include the learning related to the learning aim and not include the end point assessment period. 			
Change Management Notes			
v1: amendment to Notes section for 2019 to 2020			

<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2019-to-2020>

Change to definition of actual end date

For end-point-assessments taking place after 1 August 2019 the actual end date should be the last day of learning (practical period) - so exclude the EPA time

Learning Actual End Date - LearnActEndDate			
Definition	The date that the learner completed the learning activities necessary to achieve the learning aim or the date the learner withdrew from the learning activities, accurate to within a week.		
Reason required	To monitor the time taken to complete the learning activities making up the learning aim compared to the expected time. To inform funding calculations, including framework achievements.		
Schema definitions			
XML Element Name	LearnActEndDate		
Field length	10	Data type	xs:date
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Collected for all aims			
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Pattern			
Notes			
<ul style="list-style-type: none">This field must be completed for all learning and programme aims once the completion status has been changed from continuing.It is sufficient for the date held in this field to be accurate to within a week, providing that any approximation does not result in a learner being wrongly included or excluded in the funding calculations.For programme aims, the Learning actual end date of the whole programme must be recorded in this fieldFor apprenticeship standards, for continuing learners with a Learning Actual End date on or before 31 July 2019 this date must continue to include the training and end-point assessment period. For continuing learners where all learning activity has ended on or after 1 August 2019, the learning actual end date must be the end of learning only and must not include the end-point assessment period.For apprenticeship standards on a programme aim, where the learner has completed all learning activities and begun the End point assessment period prior to 1st August 2019, the Learning Actual End date in the 19/20 ILR will continue to include the end point assessment (as per the 18/19 ILR specification). For apprenticeship standards on a programme aim, where the learner has not completed all learning activities by 1st August 2019, the Learning Actual End Date will be completed after all learning has taken place and does NOT include the end point assessment period.			

<https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2019-to-2020>

Achievement date now needed

“For continuing learners where all learning activities have ended and the end point assessment has taken place on or after 1 August 2019. This field will be used to record the end of the apprenticeship standard. This date concludes the End point assessment period that has taken place on or after 1 August 2019. Once this date is returned the Completion status and associated Outcome must be updated accordingly.” <https://www.gov.uk/government/publications/ilr-specification-validation-rules-and-appendices-2019-to-2020>

[Return to top of page](#)

Achievement date - AchDate			
Definition	The date the learning aim or programme aim was achieved by the learner.		
Reason required	Payment of Adult Skills achievement payments for traineeships and apprenticeship funded through the trailblazer funding model.		
Schema definitions			
XML Element Name	AchDate		
Field length	10	Data type	xs:date
Minimum occurrences	0	Maximum occurrences	1
Part of	LearningDelivery		
Collection requirements			
Aim Type 1	Trailblazer apprenticeships (FundModel 81, ProgType 25), Traineeships (ProgType 24), Apprenticeship Standards (FundModel 36, ProgType 25)		
Valid entries			
A valid date, using the date pattern YYYY-MM-DD			
Pattern			
Notes			
Collected for Apprenticeship Standards (FundModel 36, ProgType 25)			
<ul style="list-style-type: none"> For continuing learners where all learning activities have ended and the end point assessment has taken place on or after 1 August 2019. This field will be used to record the end of the apprenticeship standard. This date concludes the End point assessment period that has taken place on or after 1 August 2019. Once this date is returned the Completion status and associated Outcome must be updated accordingly. 			

ILR changes make possible to introduce retention and pass rates, as per classroom provision

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
 $\text{Retention rate} \times \text{Pass rate}$

Reintroduce a timeliness measure?

Other measures to consider - these are all things IfATE interested in

Apprenticeships will meet the **skills needs of employers and apprentices** by reflecting the range of occupations and skill levels in our diverse economy.

We will measure this by:

- Cumulative entry to and achievement of apprenticeships by occupation, level and age group and compared to the mix in the labour market
- The number of employers recruiting and training apprentices by size and sector
- Standards development and implementation by level in relation to the occupational maps
- Proportion of apprenticeships beginning with a vacancy/new employee/new role

Apprenticeships will deliver **high quality training and outcomes for apprentices** in terms of quality and achievement.

We will measure this by:

- Retention up to sign-off for end point assessment
- Ratio of entry to success (including grades) in end-point assessment
- Destinations in employment in the apprenticeship occupation (with the training employer or with a different employer)
- Attainment of a higher level educationally and/or occupationally within 3 and 5 years of completion
- Ofsted overall and apprenticeship grades/HEFCE (OFS) judgements

We will calculate a baseline for these indicators, gather data regularly over a period and determine any action needed. Once the indicators have bedded down, we will then consider whether we should set any associated targets.

For your **standards**, do you know, and could you set targets for

Retention?

Grades?

Destinations?

Progressions?

Something to consider...

<https://www.instituteforapprenticeships.org/quality/what-is-a-quality-apprenticeship/>

Final Q&A

Nick Linford, Lsect

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