Spring College Data Conference

13th March 2012

Lsect
Learning & skills ~ events,
consultancy and training

Conference programme

10.30 Welcome and introductions

10.40 Shadow funding calculations in the LIS

11.00 2012/13 ILR changes and ILR change process for 2013/14

11.25 An update on the LIS and other Data Service systems

11.50 Break for coffee, networking and time with the exhibitors

12.10 Changes to the Learner Records Service (LRS) organisation portal

12.30 Q&A session with IA, DS and LRS

13.00 Break for Lunch, networking and time with the exhibitors

13.50 Ask the auditor - latest business critical news on ILR audits

14.20 Latest on Ofsted approach to data credibility

14.50 The latest guidance on 'nesting' and other hot topics

15.30 Spring College Data Conference End

Who will you hear from?*

Nick Linford
Managing Director of Lsect
Managing Editor of FE Week

Lisa Macdougall
Data Specification Manager

Ellie Fraizer
Data Quality Manager

Carole Morley
Head of Deployment and Support

Karl Bentley
Lead ILR auditor

Mike Davis
Principal lead

* In order of appearance

Meet with the exhibitors

Summary of the 2013/14 proposals

Skills Funding Agency

A New Streamlined Funding System for Adult Skills

This document sets out the features and arrangements for testing a new simplified funding system to be implemented in 2013/14. It is published following consultation with the Association of Colleges and the Association of Employment and Learning Providers

February 2012
Of interest to providers

First edition published in October

This edition published last Thursday

Contains non-apprenticeship rates

Rules for Job Outcome Payments

Shadow calculations to be in LIS

Implementation for 2013/14

Rates 'matrix'

Originally 30 incl. apprenticeships →

Now 40 **excl. apprenticeships**

PWF of 1.92 retained for some providers

Based on number of credits (learning time)

Uplift[4]/ learning aim type	Standard	Low	Medium	High	Specialist
Unit	£150	£168	£195	£240	£258
Award	£500	£560	£650	£800	£860
Certificate	£900	£1,008	£1,170	£1,440	£1,548
Diploma	£2,500	£2,800	£3,250	£4,000	£4,300
16-18 fully-funded full Apprenticeship framework	£4,000	£5,600	£7,200	£8,800	£12,000
19+ co-funded full Apprenticeship framework	£2,000	£2,800	£3,600	£4,400	£6,000

Learning aim type (credits)	Programme Weighting Factor (PWF)				
	1.0	1.12	1.3	1.6	1.72
Award (1-6)	£188	£211	£245	£301	£324
Award (7-12)	£387	£433	£503	£619	£666
Certificate (13-24)	£724	£811	£941	£1,159	£1,246
Certificate (25-36)	£1,265	£1,417	£1,645	£2,025	£2,176
Diploma (37-48)	£1,987	£2,225	£2,583	£3,179	£3,417
Diploma (49-72)	£2,573	£2,882	£3,345	£4,117	£4,425
Diploma (73-132)	£4,170	£4,670	£5,421	£6,671	£7,172
Diploma (133+)	£6,602	£7,395	£8,583	£10,564	£11,356

Rates shown as 'loadband' with cliff edges

The adult classroom funding rate matrix
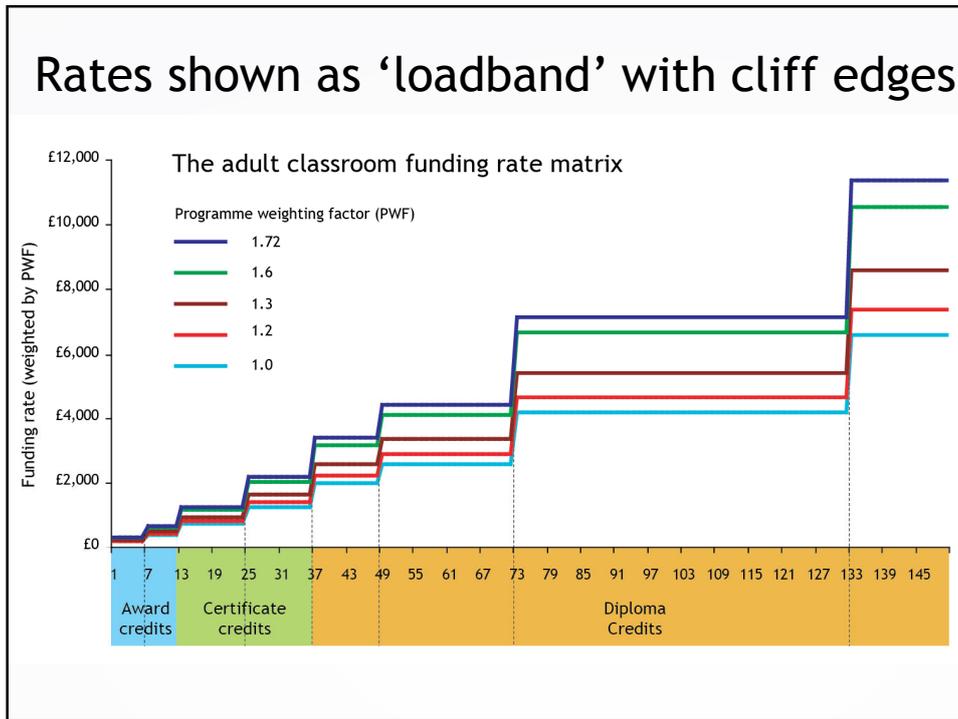
Modelling the impact on rates

Example 1

NCFE Level 1	Old	SLN GLH	SLN	PW	NFR	Rate
50067680	Award in Employability Skills (QCF)	42	0.09	1	£2,615	£244
5006633X	Certificate in Employability Skills (QCF)	99	0.22	1	£2,615	£575

NCFE Level 1	New	Credits	Rate	Rate	+ / -	+ / -
50067680	Award in Employability Skills (QCF)	6	Award (1-6)	£188	-£56	-23%
5006633X	Certificate in Employability Skills (QCF)	13	Cert (13-24)	£724	£149	26%

So if at top of the QCF credit band it's a funding cut
and at the bottom of the band it's a funding rise

2012/13 ILR changes and ILR change process for 2013/14

Spring College Data Conference
13 March 2012

Lisa Macdougall – Data specification manager

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authority
setting data standards
for further education

2012/13 ILR - summary of key changes (1)

- Version 2 of ILR Specification for 2012/13 and validation rules published on 05 March 2012

- No flat file ILR specification for 2012/13 and no conversion facility available in the LIS.

- Amalgamation retained

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2012/13 ILR - summary of key changes (2)

- Three fields removed; Two fields added (one for HE)
- New codes in Learner Funding and Monitoring for
  - learner support (incl 16-19 bursary from EFA)
  - 19+ discretionary support funds (SFA funded learners only)
- Changes to Learning Delivery Funding and Monitoring to add:
  - New FAM type and code to identify re-starts of learning aim across all funding models. Must be coded if applicable for all continuing learners
  - New FAM type for HE monitoring (3 new codes)

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2012/13 ILR - summary of key changes (3)

- Contracting Organisation Code not collected for EFA funded learners or ESF funded

- Replacement of transmission number in filename with date/time stamp

- Validation rule changes for Apprenticeships to validate pathways and enable the return of non-funded apprenticeship data

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2012/13 - Employment Status changes (1)

- Data to be collected for all adult learners (except ASL) and all ESF funded and Apprenticeships
- Collect employment status prior to enrolment and update at start of new programme / new ILP
- Removal of Employment status type categories (FDL, DBS, CES). Use of date employment status applies to for matching with learning dates
- Simplify categories to:
  - In paid employment
  - Not in paid employment and looking for work
  - Not in paid employment and not looking for work

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2012/13 - Employment Status changes (2)

- Additional employment status monitoring to record
  - full time education or training prior to enrolment (used to identify NEETs)
  - Self employment, full / part time employment
  - Length of unemployment
  - Benefit status incl new code for other benefits (not JSA/ESA(WRAG) who are also eligible for employment outcome payments in 12/13
  - 14-15yr olds at risk of NEET (ESF funded only)

- Employer id and workplace postcode required for ER funded as now

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2013/14 Environment

Context

- Operational environment – Funding methodology changes from both agencies
- Political environment – Simplification and bureaucracy reduction
- Technical environment – Data and MI platforms
- Data collections challenge to respond to these agendas.

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Approach for 2013/14

- goal to deliver less burdensome data collection as a result of simplifying funding in 2013/14
- annual attempt to remove fields
  - partial success, halted growth in ILR fields
  - recently not reducing the total number of fields despite more effort
- new approach required to "re-set" the ILR

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Field Reduction

ILR Specification (numbers of fields over time)

Introduction of *the information authority*

Number of fields

200
190
180
170
160
150
140
130
120
110
100

2002/03   2008/09   2011/12

ILR Specification (academic year)

- ◆ - FE fields
- ■ - Total fields

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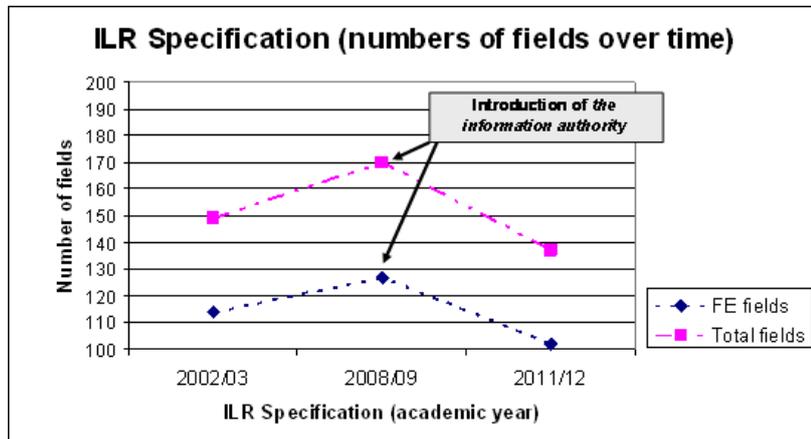
Approach for 2013/14

- identify a core ILR based on a set of criteria
- core ILR acts as the starting point for change requests for 2013/14 instead of using the 2012/13 ILR as the basis of the specification
- approach agreed by the *information authority* board at its meeting on 07 March
- all "non-core" data must be requested with a supporting business case
- requests assessed against published criteria

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Types of Data

potential other master data sources

persistent
required by multiple stakeholders
legal obligation

core

system

Level of data determines frequency of review

policy

all other data including funding and performance data

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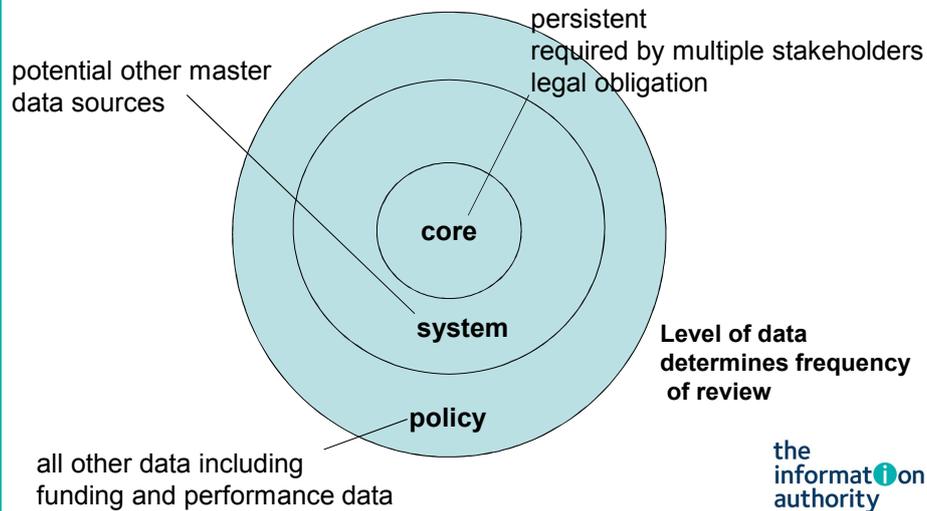
Development Timetable for 2013/14

- 22 June 2012: Closing date for change requests
- July and August 2012: Consultation with sector
- 26 September 2012: *Information authority* board meets to agree specification
- 30 November 2012: Publish ILR specification for 2013/14

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Keeping in touch

- Visit our web-site – contribute to comments and feedback: www.theia.org.uk

- Visit **feconnect** - the online network for those working with data in the FE system: forums.theia.org.uk

- Contact CST@theia.org.uk with ideas and contributions

- Subscribe to the "Inform" newsletter
  - (email informnewsletter@theia.org.uk)

- Follow us on Twitter: http://twitter.com/theia/

- Connect with us on LinkedIn: http://www.linkedin.com/company/1164733

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21

Data Collection Systems

Spring College Data Conference
13 March 2012, London

Ellie Fraizer
Data Quality & Assurance, Data Service

the data service
better information for further education

Data Collections Transformation

Agenda

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1. **2011/12 Completion**

2. **2012/13 Rollover**

3. **Data Collections Transformation**

4. **2013/14 Rollover**

Data Collections Transformation

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1. 2011/12 - Outstanding

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OLDC

- March – final release, bug fixes to reports, and funding calc

LARA

- No further releases planned

LIS Release 19.03

- Shadow Funding Calc module and report
- V3 ULN Verification functionality
- Fixes to outstanding defects
- Planned for publication towards the end of March

Data Collections Transformation

2. 2012/13 Rollover

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Preparing systems to support final year of existing funding methodology

- Stabilise 2011/12 changes
- LARA v1.1 – rolling over, no new features or functionality
- LIS – remove flat file support
- Minimal changes to ILR from *the information authority*
- Minimal changes to Funding Calcs from YPLA and Skills Funding Agency

Philosophy: Minimal change, least expenditure

Data Collections Transformation

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3. Data Collections Transformation (1)

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Drivers
- Preparation for Funding Simplification
- Introduction of flexible/compliant architecture

Timelines
- Scoping – Dec 2011 to Mar 2012
- Development – Apr 2012 to Sep 2012
- Testing & Implementation – Oct 2012 to Dec 2012

Dependant on priority, time and budget

Data Collections Transformation

3. Data Collections Transformation (2)

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OLDC
- SharePoint 2010 – improve provider experience
- Improve flexibility using OPA and file processing performance
- Migrate from Oracle to SQL
- Removing POL

PIMS
- Microsoft Dynamics 2011
- Data structure
- Rationalisation of interfaces

LARA
- Microsoft Dynamics 2011 upgrade

Data Collections Transformation

3. Data Collections Transformation (3)

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LIS
- Core functions retained (e.g. validate ILR data, calculate funding, derived variables and reports)
- Re-architecture, replacing existing technology
- Modular design approach
- Web services
- Enhanced user interface
- Improved amalgamation functionality
- Integrate POL features with migration facility?

Data Collections Transformation

4. 2013/14 Roll-over

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Drivers
- Funding policy changes from Skills Funding Agency/YPLA
- Change impact – *the information authority*
- Final funding calc specification (December)

Timelines
- Scoping – Sep 2012 to Dec 2012
- Development – Jan 2013 to Mar 2013
- Testing & Implementation – Apr 2013 to June 2013

Other Impacts
- SAMS-CCM and other systems to support 2013/14
- Provider MIS impacts!

Data Collections Transformation

Support for Funding Simplification

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Provider Support
- LIS 19 (2011/12) to support Shadow Funding Calcs
  – March 2012
- LIS 20 (2012/13) to support Dual Running Funding Calcs
  – Summer 2012

Agency Support
- 2011/12 MI Reports – Summer 2012
- 2012/13 MI Reports – Autumn 2012

Data Collections Transformation

Stay in touch

- **Service Desk: 0870 2670001**
- **Email:** servicedesk@thedataservice.org.uk

- **Website:** www.thedataservice.org.uk

- **Follow us on twitter:** www.twitter.com/thedataservice

- Visit **feconnect** - the online network for those working with data in the FE system: **forums.theia.org.uk**

- Subscribe to the 'Inform' newsletter:
  (email **informnewsletter@theia.org.uk**)

2012 FE Data Conference
'Simplification and what it means for MI Managers in the FE and Skills sector'
28 March, Coventry
Book now to avoid disappointment!

Changes to the LRS Organisation Portal

Spring Data Conference, 13 March 2012

Contents

Learning Records Service

Service and Challenges

Release 7

Release 8

Today's Objective

Learning Records Service

To highlight planned improvements to LRS Organisation Portal and explain how they will affect FE Providers

The Service

Learning
Records
Service

- Online service to enable data sharing across education via **Unique Learner Number (ULN)** and **Personal Learning Record (PLR)**
- Fully operational since Sept 2009
- Over 7,800 LRBs registered &14.5m ULNs issued
- ULNs for schools in Wales
- ULNs for FE in Northern Ireland
- Expansion to HEIs in progress
- Awarding Organisation trials underway

Challenges

Learning
Records
Service

- Level of ULN administration must reduce
- Reduce the number of possible matches and increase the number of exact matches
- ULN needs to be available within schools through MI Systems
- Learners must know their ULN at school
- Colleges and learning providers should collect the ULN from learners in future
- Agency & Awarding Organisations reaching agreement to share award data in almost real-time

Release 7 will

Learning Records Service

Make Learner Management faster and easier to use

Make ULNs easier to:
•Find
•Create
•Update

Ensure consistency of look/feel across Learner Management

New 'Find a learner by ULN' quick search from welcome page

Learning Records Service

Find a learner by ULN

Mandatory fields are marked with an asterisk (*)

ULN *

Given name *

Family name *

More search options   Search

Find a QCF qualification

Keyword

Level   Select a level

Size   Select a size

Sector Subject Area   Select a subject

More search options   Search

Latest information

LRS Scheduled Maintenance Release

The planned outage for the weekend of 10-11 March has been cancelled. The service be fully available throughout the weekend.

Kind regards
Learning Records Service

twitter FOLLOW US

New Dual Find

New look – all in one screen | Old look – two ways of searching

New 'Register a learner' Screen

Register a learner - details

New 'Results' screen

Batch upload and submission

Learning Records Service

New look – all on one screen with improved functionality – progress bar

Old look – two screens

Viewing submitted batches

Learning Records Service

New look – improved layout

Old look

'Job details' screen

Learning Records Service

'Report a ULN problem'

Learning Records Service

Overall improvements

Learning
Records
Service

- New look and feel displayed consistently across Learner Management
- When Finding by ULN, an exact match returns the View Learner Profile screen
- When registering a new learner, an exact match returns the Register Learner – details screen
- Ability to search again within Results screen
- Progress bars are displayed when submitting batches
- Easier and improved navigation – consistent breadcrumb trail and removal of 'holding page'

This page no longer exists

Learning
Records
Service

Find Learner by ULN > Find Learner Results > Learner Details

Learner Details for Amy Bell (3270251865)   Help with this screen ❓

View Learner Details and Personal Learning Record
You can view the learner's details and their Personal Learning Record here
[View Learner Details and PLR]

Report a ULN Problem
Here you can report any problem relating to your ULN
[Report a ULN Problem]

View Submitted Enquiries
You can check on all your submitted enquires and their progress. Details of the enquiry and the result can be seen here:
[View Enquiries]

Return to Find Learner Results
Click the OK button to return the Find Learner Results
[OK]

View enquiries has been relocated to the View Learner Profile screen

Release 8

Learning Records Service

Learner Matching Improvements

Convergence with ISB/A2C standards

Improve Data Challenge Process

Learner Matching Improvements
Search by demographics

Learning Records Service

Extend definition of Exact match on Given Name & Postcode

'Fuzzy' name match; use of synonym file & Experian check on the postcode

24% increase of returns converted to Exact

Algorithm change - Synonym and Experian postcode checks

Reduce number searches thrown out at 'gather' stage from 37.6% to 12.4%

Improvements to Verify Learner

Learning Records Service

Ongoing discussions with Awarding Organisations – reduce number of records returned to providers

Extension of 'fuzzy' name matching
Synonym, edit distance, allow transposition

'Fuzzy' match on date of birth

Convergence with ISB/A2C standards

Learning Records Service

Change storage to allow all characters (excluding Latin based characters)

Filter out problematic characters

Change matching algorithm

Improve Data Challenge Process

Learning
Records
Service

Review of free text fields

Ability to attach supporting information

Ability to save midway through

Improved progress updates on Portal

Strengthen guidance

Learning
Records
Service

End of Presentation

Q&A with IA, DS and LRS

Lsect
Learning & skills ~ events,
consultancy and training

- When is the release date of the LIS software that will calculate comparative funding for future?

  – 21 March

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- What plan is in place to manage resources around the release of LIS and avoid multiple releases prior to a major ILR return?

  – The resource of the team supporting LIS was fully focused and utilised during the whole of LIS V19 release cycle. The major issues experienced leading up to R06, were caused by process failures in our supplier, which have been reviewed and corrective actions put in place.
  – It is identified that the team would benefit from additional resource and approval for additional staff is being sought. Additional resource is also being allocated from the newly formed test team during the release phases of the LIS releases.

YPLA response

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- Why do the reports the YPLA use in lagged funding allocations differ from the Funding claim report in LIS?

  – If providers have correctly recorded learners in their 2011/12 ILR and put the relevant date (01 November 2011) in the filter on the report, then the learner numbers on the LIS report will match those used in lagged learner numbers.
  – Discrepancies arise where, for example, providers have recorded learners aged 19+ as YPLA funded even though they are not assessed as high cost ALS – the YPLA does not fund these and hence they are not included in lagged learner numbers.
  – As this question is non-specific that there could be any number of other issues behind it – providers looking at a LIS report based on different ILR/LARA data, different versions of LIS to OLDC, etc.
  – The best course of action is for providers who have checked the above obvious things (namely that they've used the same ILR as submitted at R04, the version of LARA from the submission date in early December, put the SLN Start Date filter in the report and that they've not miscoded any learners as YPLA funded when they are not YPLA fundable) and still can't replicate the lagged learner numbers to log a call with the Service Desk.

RSM Tenon

Audit update
Results from 2010/11
What to expect in 2011/12

Karl Bentley
RSM Tenon

RSM Tenon

What I'm covering

- Results of 2010/11
- What to expect in 2011/12
- Issues on the radar

RSM Tenon

Results from 2010/11 funding audit

- Similar numbers audited to 2009/10
- Standard approach to audit
- Same sample size as previous years
- DSAT reviews

Outcomes

- At least 2 qualified audit opinions

RSM Tenon

Results from 2010/11 funding audit

Our DSAT reviews continue to find schoolboy errors

- Class to class transfers
- Transfers in the second year with no A51a adjustment
- Step down transfers
- Low GLH delivered over the academic year
- 16-18 learners without fee waiver '1'
- Fee waivers – 19+ Literacy/Numeracy on waiver 10, 19 or 99

RSM Tenon

Results from 2010/11 funding audit

- Code 71 and 96 DU reasons that do not equal 1.12 or 1.14
- NVQ delivery coding (A18 should never equal 1 or 3)
- Learners who achieve on the start date
- Withdrawn/transferred and achieved
- High GLH
- More than 24 GLH on a day – was time travel invented?

RSM Tenon

Results from 2010/11 funding audit

- GLH is still proving to be an issue
  - ACCESS TO HE IS UNLISTED PROVISION!
- Start, planned end and withdrawal dates
- NVQ coding (again)
- Learners on aims with no learning agreements
- A51a is still a problem
- Lack of evidence of diagnostic assessments for Skills for life learners

RSM Tenon

What to expect in 2011/12 funding audits

- There will be funding audits in 2011/12
- Similar number of providers to be audited
- Notifications will be in June/July
- Work programmes are being updated as we speak
- Hopefully being published in May
- DSAT reviews

RSM Tenon

What to expect in 2011/12 funding audits

New areas that need to be considered:
- Discretionary fee waiver – Employment status
- Fee waivers in general – Fully funded
- Access to HE
- Embedded unlisted learning aims
- Summer Schools provision
- Sub-contracting

RSM Tenon

Diagnostic assessment for learners on ESOL, Literacy and Numeracy – Funding error

Basic Literacy, Numeracy and ESOL Assessment

208. It is important that learners improve their skills to a level above their current attainment. They must not simply be accredited for prior knowledge.

209. To enrol a learner onto any programme to improve their basic literacy, numeracy and ESOL skills, all Providers must follow good practice in screening, initial and diagnostic practice to determine and evidence the appropriate course/qualification level the learner must be working towards. The outcome of the initial and diagnostic basic literacy, numeracy or ESOL assessment must be recorded on the learner's Learning Agreement.

210. If a learner's assessment outcome is that they are currently operating at Level 2 literacy, language or numeracy then they would not have a designated need and must not be enrolled onto basic literacy, numeracy and ESOL provision. If learners are assessed as operating at and having skills at Level 2, but they still need some support with certain aspects e.g. percentages or report writing then Providers must embed this learning into their other learning.

RSM Tenon

Diagnostic assessment for learners on ESOL, Literacy and Numeracy – Funding error

211. Improvement is defined by, and measured as, a learner moving up a level of attainment from, for example, Entry 3 to Level 1. A learner assessed as already having a majority of skills at, for example, Level 1, has a need for provision at Level 2 in order to achieve measurable improvement.

212. It is therefore expected that learners who, having been assessed as already having the majority of skills at one level, are not simply enrolled onto that same skills level and given a few hours of learning to achieve the qualification (at that level). They must be enrolled onto the next qualification level which will mean they have to learn new skills and progress from their original assessment. Where this does not happen the Agency will judge that this is ineligible provision and the funds have not been used for the purpose for which they were intended. We will require that all funding is returned to the Agency for this ineligible delivery.

RSM Tenon

Other issues on the radar

Apprenticeships
- Length of Apprenticeship
- Who employs the Apprentice
- Fixed term contracts vs. duration of Apprenticeship
- Qualifications vs. Prior Attainment

Sub-contractors
- Due diligence
- Spot visits
- Asking the right questions

Lsect
Spring College Data Conference

Ofsted

Ofsted: Inspection and use of data

Mike Davis HMI: Principal Officer FE Colleges

London - 13th March 2012

Ofsted

Aims

- Review new CIF proposal
- Improve data analysis in self-assessment reporting
- How to use data effectively
- Data and 'Risk Assessment'
- Other 'Data Issues'

Review of new CIF proposal

Outcomes for learners

Ofsted

We propose to judge outcomes for learners by giving particular attention to how well:

- all learners achieve and make progress relative to their starting points and learning goals

- achievement gaps are narrowing between different groups of learners

- learners develop personal, social, and employability skills

- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Improving data analysis in self-assessment reporting

Ofsted

Data sets we use

LRPR	QSR	PRIOR ATTAINMENT (Level 3)
SEPI	LAT	YPLA MI REPORT
MLP	PREVIOUS SAR	PREVIOUS IR & MV

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Most effective SARs contain:

- Context
- Key data at college and SSA/framework level
  - 14-16
  - 16-19
  - Adult
  - Apprenticeships
  - Work-related programmes
- Evaluative analysis
- Three-year trends

Good examples for Outcomes

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```
                    ┌─────────────────┐
                    │  Outcomes data  │
                    └─────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Headline 'long' │──▶│  Age and level  │──▶│     Groups      │
└─────────────────┘   └─────────────────┘   └─────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│ Prior attainment│   │    Retention    │   │                 │
│   Value added   │──▶│   Achievement   │──▶│   Progression   │
└─────────────────┘   └─────────────────┘   └─────────────────┘

        ┌─────────────────┐   ┌──────────────────────┐
        │    SEPI data    │   │ Literacy/Numeracy/ICT │
        └─────────────────┘   └──────────────────────┘

┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│     Tier 2      │◀──│      SSAs       │──▶│   Top/Worst     │
│    Framework    │   │                 │   │   performers    │
└─────────────────┘   └─────────────────┘   └─────────────────┘
```
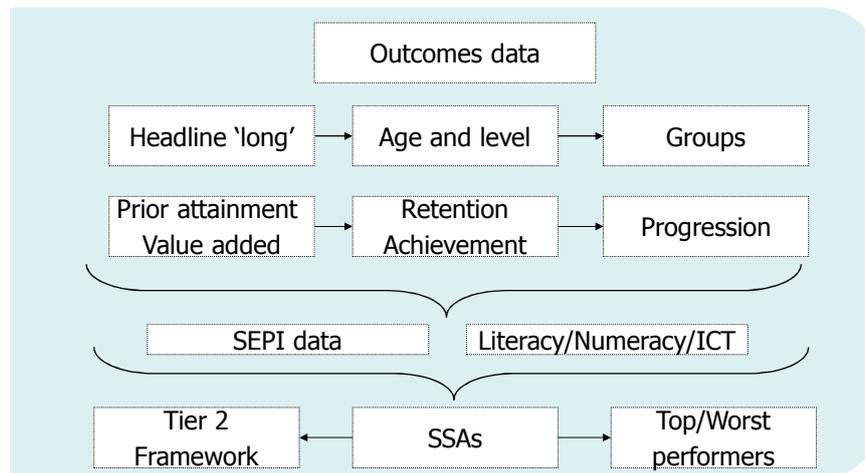
Using data effectively

Using data effectively

Ofsted

- Three-year trends against most recent published NA
- SR should correlate with QSR/LRPR data - if not why not?
- Succinct evaluation
- Key strengths and areas for improvement
- Priorities for action
- Reasons
- Link with teaching and learning

Annual Risk Assessment

Annual Risk Assessment:

Ofsted

Purpose:

- inform the annual scheduling process

- ensure that all providers are constantly monitored

- focus Ofsted inspection resources on weaker providers and to balance the list of providers who become 'due'

Tools: (stated in the handbook)

- provider's previous inspection record; self-assessment, performance data (including trends over the last three years); and any information on significant changes in leadership, the provision offer and learner numbers

- Mixture of automated analysis and HMI desk based review

Other - data issues

Other - data issues:

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Learner Responsive Data 2010/11

	GFE			SFC		
	10-11%	09-10%	Diff	10-11%	09-10%	Diff
Overall	81.3	79.3	2	84.1	84.2	-0.1
Long	78.8	76.8	2	83.9	84	-0.1
Short	87.5	85	2.5	87.6	87.2	0.4
16-18 long	79.7	78.1	1.6	84.2	86.6	-2.4
19+ long	77.1	75	2.1	74.2	70.7	3.5
16-18 LL1	81.2	79.7	1.5	84	82.7	1.3
16-18 LL2	80.4	77.4	3	84.5	83	1.5
16-18 LL3	78.4	77.7	0.7	84.1	84.7	-0.6
19+ LL1	78.4	76	2.4	69.1	65	4.1
19+ LL2	76.7	74.5	2.2	74.2	72.2	2
19+ LL3	76.6	74.6	2	76.9	74	2.9

Other - data issues:

Ofsted

National Averages/Prior Attainment Calculator

- Inspectors use national averages for provider type as an indicator only
- Factors like prior attainment at level 3 and SEPI data are important; inspection is not 'one size fits all'

Long Course Success Rates

- Long course success rates (particularly 16-18) remain an important measure for trend analysis
- Some colleges flexing the 24 week rule!

LRPR

- Ofsted's LRPR published March 2011 – Excel 10

Ofsted

Other - data issues:

Nested Qualifications

- Standard Ofsted advice can be found on IA website

LAT

- Continues to be Ofsted preferred Level 3 progress measure
- Interactive VA report – shows 3 year trends

High Grades

- Graded qualification: Grade B or higher
- BTEC Awards: MMD, MDD or DDD

Ofsted

Other - data issues:

College Data checks

- Using the DSAT tool Autumn 2011, eight comprehensive ILR checks completed
- Lead inspectors provided with a detailed report

MIDES

- Inspectors aware of AoC 'in-year' tool

YPLA/DfE

- Ofsted carefully monitoring proposed changes to 16-18 performance tables, proposed floor targets and introduction of EFA extranet

Ofsted

Other - data issues:

Apprenticeship QSR

- Inspectors aware of Data Service intention to stop in-year reporting except for period 10
- Apprenticeship NSRT to be published – April 12

Minimum Contract Level

- Difficulties obtaining accurate subcontracting data

Sustainable employment (outcome)

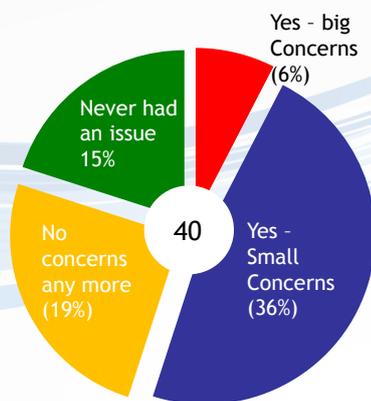- Ofsted committed to using robust progression data when available

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Nesting, fees and more on 2013/14
Nick Linford

FE Week
HOT NEWS
ANALYSIS AND JOBS

Lsect
Learning & skills ~ events,
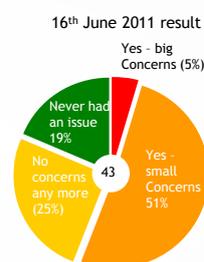consultancy and training

Pre-conference online survey

Do you have any concerns that your current recording of success rate data is not compliant with the latest *information authority* guidance?

Yes – big Concerns (6%)

Never had an issue 15%

No concerns any more (19%)

40

Yes – Small Concerns (36%)

16th June 2011 result

Yes – big Concerns (5%)

Never had an issue 19%

No concerns any more (25%)

43

Yes – small Concerns 51%

* Excluding not relevant to my role and don't know

Nested qualifications and success rates

http://www.theia.org.uk/ilr/faqs/nested_quals.htm

1) The ILR should record the learning aim that the learner sets out to achieve when they first enrol.

2) Provider success is measured against the achievement or not of this learning aim.

3) The learning aim for each learner should reflect the needs and capabilities of each individual learner according to their prior qualifications and IAG.

Latest version of 4): No general practices should be routinely applied. Using diplomas as an example: if, as result of initial IAG, a learner sets out to do a lower Sub Diploma then this is the aim that is recorded in the ILR. If the learner achieves this and subsequently decides to continue and complete an Extended Diploma then the extended diploma would be recorded on the ILR as a second learning aim. If a learner sets out to do an Extended Diploma, but does not achieve this, then this is what must be recorded on the ILR. The Sub Diploma and its achievement will not be recorded.
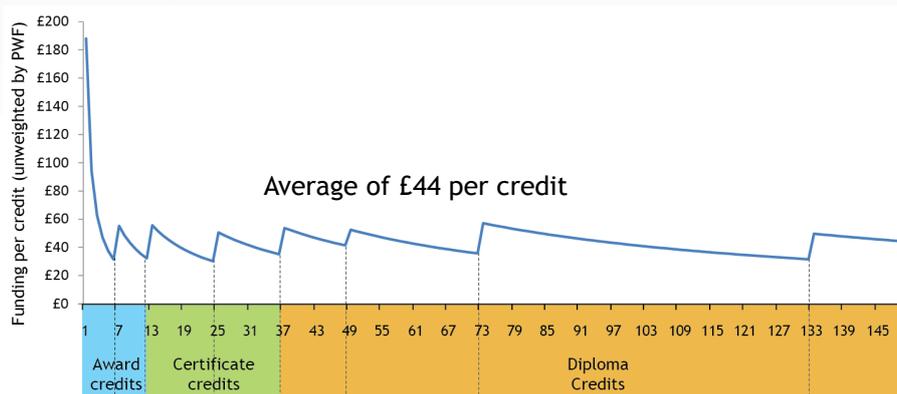
Fees uncertainty

I am currently trying to clarify

Are unemployed learners NOT on benefits eligible for full funding if their declare they are seeking a job?

Can you charge registration and/or exam fee to a fully-funded 19+ learner in 2012/13?

I'll let you know what I find out

Another way to view the new rates

A nice 'outlier' spotted by Stephen Hewitt

Level 3	Old	SLN GLH	SLN	PW	NFR	Rate
60002736	Diploma in Meteorological Observing	54	0.12	1.12	£2,615	£351

Level 3	New	Credits	Rate	Rate	+ / -	+ / -
60002736	Diploma in Meteorological Observing	66	Diploma (49-72)	£2,573	£2,222	632%

Other proposals for 2013/14

Single earnings methodology = in-year delivery (no more provider factor)

Both Disadvantage Uplift and Area Cost Uplift remain unchanged

Achievement will be worth 20% of the funding

Outcome Incentive Payments appear to have been scrapped

Job Outcome Funding piloted as 10% when learner does not achieve (!)

Funding to be capped at £4,400 (unweighted), down £176 (-4%)

Colleges will continue to be paid on profile, subject to
year-end reconciliation

Oh, and FE Loans ~ the plan

All 24+ LR (classroom) and ER (workplace) funding L3+ to be funded out of loans allocation from 2013

E.g. Apprentice takes out the income contingent loan, and pays back 9% of all earnings above £21k + 3% RPI (written off after 30 years)

Learners can start applying from March 2013

YOU liaise with Student Loans Company

Will the FE funding future be…

~ More complicated

~ More competitive

~ More uncertain

Seems clear to me this is what the future holds, but for the well informed and responsive colleges this presents plenty of opportunity

Or

~ Stable

~ Simple

And data requirement?

I don't think you will be out of a job any time soon!

For more on modelling the funding reform check out our webinars

Lsect Webinars

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