

Paper 5 - Proposals for the Framework for Excellence in 2010-11

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Audience	The information authority board
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1 What are we asking the Board to do?

- 1.1 This paper describes the proposals for the Framework for Excellence (FfE) to be implemented in 2010/11. The Board is asked to identify any issues on these proposals.

2 Introduction

- 2.1 The paper to the *information authority* Board in June 2009 identified the performance indicators (PIs) that were proposed for the FfE in 2009/10 and identified the additional PIs that were being investigated for introduction into the FfE from 2010/11. Since then, through consultation with the sector and the involvement of sector representatives within the FfE's governance structure, the number of PIs for 2009/10 has been reduced to seven. These are given in Annex 1. Also, BIS indicated that Adult Safeguarded Learning should not be included in the scope of FfE from 2009/10 as was originally planned.
- 2.2 For 2010/11, it is proposed that three new PIs are included in the FfE in addition to those for 2010/11. This is three fewer than was originally proposed in June 2009. The introduction of PIs for health-and-wellbeing and educational inclusion have been postponed pending further investigation. While an alternative has been found for the PI for the achievement of long-term learning aims for learners with learning difficulties and/or disabilities, it has also been postponed following the identification of an alternative way of capturing this information within the success rates PI. This has proved possible due to the introduction of ILRs into ISPs from 2010/11 together with the introduction of the QCF, which allows the capture and inclusion of qualifications that are already part of LLDD learning aims in

QSRs. If this proves to be successful then the proposal for an additional indicator will be dropped.

- 2.3 In addition, the Success Rate PI will drop the value-added element of the A' level score. This is to accommodate the introduction of the DCSF's measure for Post-16 value-added at level-3 as a separate piece of information. The definition of the LSC funding per successful outcome PI is also being reviewed following further analytical modelling. The outcome of this review, in terms of proposals for this indicator for 2010/11, is expected in May 2010.
- 2.4 The performance indicators for 2009/10 and those proposed for 2010/11 are given in Annex 1.
- 2.5 Also, following further development work, changes are proposed for the scope of the FfE in 2010/11 from that originally suggested.
- 2.6 Details of all these changes appear in the following sections.

3 Description

3.1 Scope of the FfE in 2010/11

- 3.1.1 Originally, it was proposed that the scope of the FfE in 2010/11 would be extended to include:
 - i. school sixth-forms
 - ii. those HEIs delivering FE provision;
 - iii. provision for OLASS learners in custody;
 - iv. those providers whose only source of LSC funding is through co-funded LSC/ESF contracts; and
 - v. the University for Industry (Ufi).
- 3.1.2 The inclusion of school sixth-forms in the FfE from 2010/11 will depend on the outcome of the Schools' Pilot, which is currently underway. A final decision is expected by June 2010.
- 3.1.3 HEIs delivering FE provision are included in the FfE for 2010/11 although few of the PIs will apply as there is no consistent set of ILR data across these providers and responsibility for the monitoring of financial health and financial management and control rests with HEFCE under the terms of a Memorandum of Understanding between the LSC and HEFCE.
- 3.1.4 There are six providers contracted to deliver LSC-funded learning to learners in custody. The nature of the provision restricts the number of PIs that are applicable and the specific circumstances of the learners have a significant impact on the cost of implementation for this group. For these reasons the implementation of the FfE to this provision in 2010/11 is still

being debated within the FfE governance. A decision is expected by May 2010.

3.1.5 Providers whose only source of LSC finding is through co-funded LSC/ESF contracts have been excluded from the FfE. This decision was taken according to the FfE's governance procedures.

3.1.6 For 2009/10, Ufl has become a mainstream provider of learner and employer responsive provision (it is effectively now an SDI) and will be included in FfE as such from 2010/11.

3.2 Performance indicators

3.2.1 Qualification success rates in schools

- The data currently collected from schools is insufficient to allow qualification success rates (QSRs) for A' level and AS qualifications to be calculated for the 2008/09 academic year. DCSF are working on improvements to the data collection from schools to allow comparable QSRs for schools to be available in 2012 relating to the 2010/11 academic year.

3.2.2 Success rate PI

- The removal of value-added from the A' level category within the Success Rate PI will mean that a new scoring grid for A' levels for use in the Framework has had to be developed.
- The *information authority's* work to harmonise QSRs across all stakeholders may mean that some QSR definitions for 2009/10 QSRs may change. If this is the case, then they will have to be reflected in changes to the scoring grids for those qualification categories affected.

3.2.3 First full-level-2 and first full-level-3 threshold PIs

These two PIs measure the proportion of 16-18 learners who pass the first full-level-2 and/or -3 thresholds while they are enrolled with a provider. In the event of a learner achieving both a first full-level-2 and a first-full-level-3 through continuous learning at the same provider, passing both thresholds will be counted. The data to support these PIs comes from DCSF's Young Persons matched Administrative dataset (YPMAD). This is the same dataset that is used for DCSF's Post-16 Value-added measure and the LSC's LAT Value-added measure. YPMAD data to support these indicators was not available for 2007/08 so they are currently awaiting the 2008/09 data to become available so that they can be modelled before being approved for inclusion in the 2010/11 FfE.

3.2.4 Post-16 Value-added at level-3

- This is the value-added measure that appears in the Post-16 AAT tables published by DCSF. The proposal is that this measure should appear alongside FfE outcomes exactly the same as it is published in

the AAT tables. This is because it is a norm referenced measure. As such, it cannot be graded as it breaks one of the underpinning principles of an FfE PI that all providers should be able to achieve an Outstanding grade in all PIs. Also, this measure is only available for colleges and schools, not for providers of employer responsive provision only. The LSC's LAT value-added measure will still be available to provide information at qualification and subject level.

4 FE Sector Implications

- 4.1 The changes proposed for 2010/11 are designed to allow the extension of the Framework to school sixth-forms and provide a more rounded and balanced set of performance indicators whilst maintaining the Framework's integrity as a single performance assessment model across all provider types. It is not envisaged that there will be any additional burden on colleges and other providers arising from these changes.

5 Next Steps

The details of the new performance indicators are disseminated to the sector through the 2010/11 Provider Guide in July 2010. An early draft of this Guide will be made available to the *information authority's* Secretariat for circulation to the Board for comment before publication.

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Annex A: Performance indicators for use in 2009/10 and 2010/11

2009/10	2010/11
Learner views	Learner views
Learner destinations	Learner destinations
Employer views	Employer views
Success rates (including value added)	Success rates (excluding value added)
Financial health	Financial health
Financial management and control	Financial management and control
LSC funding per successful outcome	LSC funding per successful outcome
	16-18 first full level-2 success rate
	16-18 first full level-3 success rate
	Post-16 value added at level 3
<i>Additional information to appear alongside the Framework outcomes</i>	
Ofsted Effectiveness of Provision and date of last inspection	Ofsted Effectiveness of Provision Grade and date of last inspection
	Ofsted Effectiveness of the sixth-form (schools only)
Amount of Training (Employer Responsive Funding received by provider and number of SLNs)	Amount of Training (Employer Responsive Funding received by provider and number of SLNs)
TQS certification and date achieved	TQS certification and date achieved
Learning rate (proportion of learners progressing to further learning)	Learning rate (proportion of learners progressing to further learning)
Employment rate (proportion of learners achieving a positive employment destination)	Employment rate (proportion of learners achieving a positive employment destination)