

Recent Developments in the Framework for Excellence

1. What are we asking the board to do?

This paper describes the proposed developments in the Framework for Excellence to be implemented in 2010/11. The board is asked to give their views on these proposals.

2. Introduction

The decision by the Secretary of State for Children, Families and Schools to investigate the extension of the Framework to school sixth-forms from 2010/11 has resulted in the setting up of a project to pilot the Framework in school sixth-forms during 2009/10. Part of this project will be to ensure that the set of performance indicators in the Framework are applicable across colleges, schools and providers. Discussions have already been undertaken between *the information authority* and The Star Chamber on these developments. The extension of the Framework to schools coincides with the development of additional performance indicators during 2009/10 for introduction into the Framework in 2010/11. This paper identifies the set of new performance indicators being developed for 2010/11 and some of the implications of applying the existing indicators to schools.

The performance indicators for 2009/10 and those proposed for 2010/11 are given in Annex 1.

3. Proposed developments

3.1 Qualification Success Rates

Qualification success rates are not yet available for schools. The LSC is currently working closely with DCSF to address this issue so that comparable success rates will be available for 2010/11. The LSC is currently investigating the development of a measure of credit success rates to support the Qualifications and Credit Framework. It is unlikely this measure will be available before 2011/12.

3.2 Use of Resources

The three use of resources measures:

- i) delivery as a percentage of funding allocation or contract value;
- ii) LSC funding per successful outcome; and
- iii) provider level unit cost,

are being reviewed in the light of the changes in funding and commissioning arrangements in 2010/11. The revised measures will probably be grouped under a single PI to be known as Resource Efficiency.

3.3 New performance indicators (PIs) for 2010/11

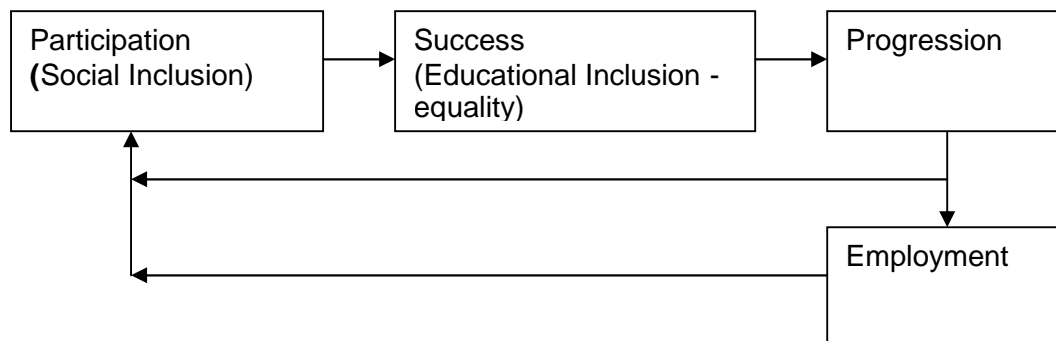
The PI measuring the achievement of full level-3 and full level-2 achievements has been amended to be the first full level-3 and first full level-2 that a learner

achieves. The introduction of this PI into the Framework has been postponed until 2010/11 to ensure its compatibility with similar measures used in schools and to resolve data availability issues that arose during its development. There are no implications for colleges and providers in terms of additional data collections as the PIs are based on existing data collections from the LSC and awarding bodies.

The DCSF Contextualised Added Value measure at level 3 will replace the current use of the LSC's LAT value-added measure in the Framework. This measure is available already from DCSF. The current success rate PI will have to be modified to take account of this change. In particular the existing A' level scoring grid will have to be modified. It is not envisaged that the scoring grids for the other qualification types will need to change.

The LSC is working with the sector and NatSpec to develop a measure of the achievement of long-term learning aims for learners with learning difficulties and/or disabilities. It is not envisaged that this will require additional data to be collected from colleges or providers to support this measure.

In response to representations from the sector and discussions with DIUS and DCSF, a social inclusion PI and an educational inclusion PI are being considered for the Framework. The purpose and relationship of these two PIs is illustrated in the model below.



The social inclusion PI identifies a providers ability to ensure that its provision is accessed by those most in need of government supported education and training. The educational inclusion PI is then there to ensure that learners from disadvantaged or under represented groups have the same or better likelihood of success as all other learners. It is not envisaged that either of these measure will require additional data collections from colleges and providers.

4. FE Sector Implications

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 board will be provided with the details of the new performance indicators as they become available.

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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
Delivery of allocation or contract value	Resource efficiency
LSC funding per successful outcome	16-18 first full level-2 success rate
Provider level unit cost	16-18 first full level-3 success rate
	Contextualised value added at level 3
	Achievement of long term learning aims for learners with learning difficulties and/or disabilities
	Social inclusion
	Educational inclusion