

Measuring Success

newsletter

This edition provides the latest information on the new measures of success programme. This includes an update on Learner Satisfaction, extension of the Provider Gateway, the Learner Achievement Tracker, application of RARPA to accredited provision and a look at the use of the new measures by the Adult Learning Inspectorate.

Extension of the Provider Gateway

The Gateway is a web portal onto which providers' self-assessment reports, the inspectorates' college performance reports and associated documents have been uploaded. The Gateway was launched at the beginning of August 2005 when the LSC, the inspectorates and colleges (including independent specialist colleges) joined the Gateway.

The second phase of the Gateway is now live. This brings into the Gateway new groups such as work-based learning providers, including National Employer Service contracts, and schools with sixth forms.

This extension adds around 2,000 schools with sixth forms, 1,300 work-based learning providers to the 500 colleges which had access to the first phase of the Gateway.

Access has also been extended to 150 local authorities in relation to their responsibilities for quality improvement and work-based learning providers. It is planned that by summer 2006 the Gateway will be extended to most LSC funded providers.

The access system for the Gateway has been simplified: a system of user-approvers and administrative screens has been introduced. This enables user-approvers in each organisation to determine who shall be the users of the Gateway within their own organisation and what rights of access these users should have.

For training and support in the use of the Gateway please refer to the *Staff Development Resources* section at www.lsc.gov.uk/nms. The Gateway can be accessed at <https://gateway.lsc.gov.uk/>.

The Learner Achievement Tracker

The Learner Achievement Tracker (LAT) has also been added to the Gateway. The LAT allows users to access and make use of Value Added (VA) and Distance Travelled (DT) data for 16 -19 learners. The data is converted to graphs and charts which show a provider's performance at qualification and subject level compared to the national average performance. For further information about the LAT including how to interpret the LAT outputs and use them for quality improvement purposes, please see the updated Quality Improvement Pack which is available in the *Staff Development Resources* section at: www.lsc.gov.uk/nms.

The Learning and Skills Development Agency (LSDA) has published *Securing Success: setting targets and monitoring and supporting learner progress in post – 16 education*. This publication contains effective practice studies from across the sector demonstrating how VA approaches are used for setting targets and monitoring and supporting learners' progress. This publication is available at www.lsda.org.uk.

Use of the New Measures by the Adult Learning Inspectorate

As one of the key partners involved in the New Measures of Success programme, the Adult Learning Inspectorate (ALI) has been closely involved with the design of all the measures. They began the process of phasing in their implementation of the measures on inspections in October 2005 and expect to have all new measures in use by around September 2008.

Some of the key milestones in the early stages of the implementation process are as follows:

October 2005

The new work-based learning Qualification Success Rate (QSR) was introduced on inspections of FE colleges. A prototype Provider Performance Report (PPR) was developed to supply data to inspectors on college inspections and annual assessment visits in the autumn and spring terms. PPRs were also produced for work-based learning provider inspections in the same period, to help inspectors become familiar with the new data before the full launch in the spring.

January 2006

The first annual PPRs were produced for all work-based learning providers, not just those being inspected. Providers can access their own reports through the Provider Gateway. The PPR will be the main source of performance information for inspections of work-based learning (other than Entry to Employment) from April 2006. The PPR contains a range of information about learner characteristics and programmes, as well as QSR data at different levels of aggregation. The PPR will be updated annually and will incorporate data from other new measures of success as they become available.

March 2006

With the launch of the LAT, inspectors on college and work-based learning inspections will begin piloting the DT measures. Information based on DT measures will not be used to formulate final judgements until the measure is approved following piloting. However, inspectors will be discussing the measure with providers during the course of inspections.

This will enable the ALI to judge how well providers are progressing with understanding and implementing the measure. It will also enable them to gather information about how useful, reliable and appropriate the measure is.

April 2006

For work-based learning providers, the new QSR – Overall and Timely, will replace the old ALI success rates historically calculated on data collected from providers prior to inspection. New tables containing QSR data will replace the existing ones for work-based learning in detailed inspection reports.

Summer 2006

With the full implementation of Recognising and Recording Progress and Achievement (RARPA) for all non-accredited programmes, ALI inspectors will expect to see evidence that the process is in place and operating effectively in all relevant providers.

Other new measures will be piloted and implemented during the following two years. Precise timetables for this will be provided through later editions of the Measuring Success newsletter.

Learner Satisfaction Update

The LSC is commissioning a survey of current practice in the collection and use of learner feedback. This study will assess the feasibility of publishing a set of standards for the collection and use of learner feedback. The survey will explore whether a provider's collection of learner feedback could be considered under a range of key headings which relate to important aspects of the learner experience and the Common Inspection Framework.

It will also test the introduction of a set of standards for collecting and using learner feedback to improve quality.

Application of RARPA to Accredited Provision

A lot of progress has been made with the extension of the use of RARPA process standards in accredited provision (the REX project).

The standards have been embedded in the proposed Centre Recognition Requirements for Awarding Bodies being developed by the Qualification and Curriculum Authority and its partner regulatory authorities in the UK.

At the same time, the REX project team is working to develop a streamlined bureaucracy model in which evidence from the application of the RARPA process to accredited learning can be used to contribute to:

- the process of provider self-assessment, production of Self-Assessment Reports (SARs) and identification of improvement indicators
- evidence of learner progress and achievement for inspection
- the demands of awarding bodies for the purposes of centre recognition and monitoring.

Piloting of this model will take place with selected awarding bodies and providers during 2006/07. Further details will be available in future newsletters.

More information on the new measures of success programme can be found on the new measures of success pages of the LSC website (www.lsc.gov.uk/nms) and the Success for All (www.successforall.gov.uk) websites. Comments or enquiries relating to the measures are welcome and should be sent to: newmeasures@lsc.gov.uk

From September 2006, the LSC will begin to look for evidence of the application of the RARPA process for all learning which it funds. However, RARPA is not a new concept.

The five stages of RARPA are linked to the requirements of the Common Inspection Framework.

Therefore, the process will already be in place in good quality provision, being implemented by many providers through their tutorial and student support arrangements.

In this case, such providers will not have to abandon existing processes to implement something called 'RARPA.'

They will, however, be expected to demonstrate that at each stage of the process, all learners are well supported from the identification of their learning aims to the achievement of these aims.

The LSC anticipates that the application of the RARPA process will be reported on in the institution's SAR and that consideration of how well the process is implemented for learners is undertaken prior to identifying improvement indicators where appropriate.

Further definitive information about RARPA and REX is available in *Piloting and Implementing New Measures: The Quality Improvement Pack* found at www.lsc.gov.uk/nms.

Further information

The Measuring Success newsletter is produced by the LSC, the Department for Education and Skills, ALI and Ofsted to keep you up to date with the development of New Measures of Success. These are key components of the *Success for All* theme, 'Developing a Framework for Quality and Success'.

The aim of the programme is to measure the success of learners and the performance of education and training providers more accurately and fairly. This will highlight the sector's existing strengths and identify areas for improvement. We will issue newsletters every two months to keep you informed of developments in the new measures of success programme. Electronic versions of each issue can be found at www.lsc.gov.uk/nms or www.successforall.gov.uk.