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Leading learning and skills

Unified Post-16 Performance Assessment: School Sixth Form and Local Authority Pilot Guide

July 2009

Of interest to schools and local authorities who are piloting or interested in the Framework for Excellence

department for
children, schools and families

Further information

For further information please contact the appropriate Learning and Skills Council office.

Contact details for each office can be found on

The LSC website:

www.lsc.gov.uk

Learning and Skills Council

National Office

Cheylesmore House

Quinton Road

Coventry CV1 2WT

T 0845 019 4170

F 024 7682 3675

www.lsc.gov.uk

🛈 For information

Introduction

1. This Pilot Guide for schools and local authorities describes the implementation of the Pilot in 2009/10 of the Framework for Excellence (the Framework). It provides information, advice and guidance to schools and local authorities that are participating in the Pilot from September 2009 to May 2010. Pilot institutions have been requested to nominate a key contact, who will be notified by email alert of any changes to this guide.

2. The Pilot Guide sets out:

    - What the Framework is - including intended benefits.

    - Pilot aims and sample.

    - What schools and local authorities will be asked to do.

    - Implications for local authorities.

    - User and Development Groups.

    - Governance.

    - Communications and Support.

    - Key dates.

    - Evaluation.

    - Links with Inspection and School Report Card.

    - Links with post-16 provider performance management.

    - Annex – Performance Indicators for the Pilot.

3. This is a 'live' document, which will be updated during the course of the Pilot, for example to clarify issues or to disseminate key messages and to take account of further developments. You will receive updates by email and a copy of this document will also be posted on the Framework's website.

Communication with Pilot Providers

4. A dedicated enquiry address has been set up to provide pilot providers with advice and support. All queries relating to the pilot programme should be sent to: SchoolandLAPilot@lsc.gov.uk. All general enquires about the Framework for Excellence can be sent to frameworkforexcellence@lsc.gov.uk.

5. The Framework for Excellence website (http://ffe.lsc.gov.uk) also provides comprehensive information about the Framework programme.

What is the Framework for Excellence?

6. The Framework is a central feature of the new performance-management arrangements proposed in the recent consultation document *Raising Expectations: Enabling the system to deliver* (Department for Children, Schools and Families (DCSF), March 2008).

7. The Framework is commissioned by the Department for Business, Innovation and Skills (BIS) (previously Department for Innovation, Universities and Skills (DIUS)) and DCSF. Other members of the sponsoring board include LSC, Ofsted, the Local Government Association (LGA) and the Association of Directors of Children's Services (ADCS).

8. The Framework is a score card formed from a standard set of performance indicators that are agreed across the sector as giving a balanced picture of performance for post-16 education and training providers. Wherever possible, users will be able to drill down to the underlying data to meet their needs for detailed information.

9. The Framework provides an independent, quantitative assessment of the performance of individual institutions and of the whole sector against a set of national standards. It will provide robust and consistent measures to give funding bodies the best available information they need to commission the most appropriate provision, regardless of the type of provider.

Scope of Framework for post-16 FE sector

10. From 2009/10, the Framework applies to almost all providers of further education, including colleges, independent training providers, local authorities receiving adult responsive and/or employer responsive funding, and independent specialist providers. It is also being piloted by 100-120 schools with sixth forms and approximately 20 local authorities.

11. From 2010/11 it will apply to further education provision made by higher education institutions but will not apply to higher education provision funded by the Higher Education Funding Council for England (HEFCE). The Framework will not apply to young people aged less than 16 who may be enrolled on funded learning in colleges or providers.

12. The outcome of the school and local authority pilot will shape the implementation of the Framework from 2010/11 for schools.

Benefits

13. The key intended benefits of the Framework are to:

- Help learners, parents, careers teachers and advisers, employers and skills brokers to access the information they need to make choices about post-16 education and training.

- Help providers to improve the quality of provision by setting clear and measurable standards of excellence and providing rich and detailed comparative information.

- Provide consistent information across providers to ensure that commissioning decisions can be made about post-16 education and training provision that reflect provider quality and learner needs, regardless of the type of provider.

- Provide information to secure improvements through effective intervention, support and challenge processes.

- Simplify performance assessment through the application of a common set of measures, calculated in a consistent way against national standards and published in a clear and user friendly format.

Pilot Aims

14. There are six broad priorities for the pilot:

- Test the use of the Framework performance indicators by schools with 16-18 learners to inform specifications for each performance indicator, design and build of the system, identify data collection and MI requirements, facilitate planning of initial implementation, and identify the support that schools need to use the measures.
- Test the use of the Framework by local authorities including how they will contextualise and interpret Framework data to inform 16-19 commissioning decisions.
- Clarify the potential benefits that could be realised through a unified post-16 performance framework to parents, students and other users of the data.
- Explore methods of including or referencing the performance of partnerships and consortia within the framework in order to recognise an institution's contribution to local partnerships and improving outcomes for learners who may participate in learning programmes delivered across a number of institutions.
- Explore the fit between the School Report Card (SRC) and the Framework.

- Evaluate the pilot and use findings to inform further development work and implementation plans.

Scope of the Pilot

School and LA sample size

15. In 2009/10 approximately 100 schools with sixth forms and 20 local authorities will be involved in piloting the Framework. Colleges and other providers may be invited to participate in user and development groups.

16. A small sample of independent schools and special schools has been included in the pilot to test proposals.

Roles and Responsibilities

Information and Data Generation - schools

17. We expect to base most performance indicators on data that you already return or which you already hold.

18. In terms of generating extra data to support the pilot, schools' main tasks are to:

- Administer a Learner Views survey.

- Collect and/or provide the LSC with any additional data required to calculate the Qualification Success Rates performance indicator.

Activities for schools and local authorities

19. During the pilot, pilot schools and local authorities are requested to:

- Attend **one** set of User/Development Group and/or National User Group meetings to address specific issues and risks relating to the performance indicators, and other aspects of the Framework and its implementation. Please note meetings may include video or telephone conferences. The issues and recommendations for development arising from these groups will be taken forward through the Framework's governance structures (Annex D).

- Complete evaluation questionnaires, which may be sent to different audiences, such as governing bodies and senior management teams.

- Attend a workshop designed to discuss proposed action following communication of the results of the Framework.

- Attend one of the national end-of-pilot events in 2010.

Implications for Local Authorities

20. Planning and funding responsibilities for 16-19 year olds will transfer from the LSC to local authorities in 2010, subject to successful passage of the Apprenticeships, Skills, Children and Learners Bill which is currently going through Parliament. The DCSF is working with partner organisations including LGA, ADCS, the Association of Colleges (AoC) and LSC to develop a range of support for local authorities and providers to enable them to work closely together during the transition period. The LGA and ADCS will lead a two-year support programme designed to support local authorities in building capacity and expertise.

21. Local authorities will commission all 16-19 provision directly (except Apprenticeships and Academies that will be commissioned respectively by the National Apprenticeship Service and Young People's Learning Agency (YPLA)). It is important that high expectations of success are set for all providers and that all are aware of these expectations and the consequences that will follow from poor performance. DCSF expects local authorities only to fund learning which meets national quality standards and probity requirements and to take firm action where providers are falling short of these standards.

22. The pilot will explore how the Framework can complement the Support and Challenge programme for schools and the role of School Improvement Partners (SiPs) as part of the local authority intervention in the school sixth forms and the Learning Skills Improvement Service's (LSIS) programme for sixth form colleges.

23. The opportunities to further improve the quality of the pre-19 Further Education sector through local authority commissioning and meeting the requirements of Comprehensive Area Assessment (CAA) by Ofsted are challenging. The Framework is not intended to replace the CAA. The pilot will test the proposition that the Framework may support or provide a potential tool for commissioners to improve the quality of local and multi area provision through a commissioning dialogue between the local authority and delivery partners.

24. The relationship of the Framework with the local authority commissioning process, quality, support and intervention and other management performance frameworks for local authorities will be explored through a user group. This user group will draw membership from local authorities, LSC (subsequently the Young People's Learning Agency (YPLA) and the Skills Funding Agency (SFA)) DCSF, BIS, and possibly SiPs and the LGA. See below for further details.

User and Development Groups

User and Development Groups

25. The purpose of the user and development groups will be to review the changes in data collection processes to minimise the burden of bureaucracy and ensure the benefits of each performance indicator being applied to schools are realised.

26. The groups will also have a development function to:

- Advise on the development of indicators and in particular the measurement of partnership or consortia provision (paragraph 30-31 below).

- Identify any emerging issues and advise on potential resolutions.

27. Pilot schools and local authorities will be asked to participate in **one** user/development group which will **meet no more than three times** between **October 2009 and February 2010**.

28. The list of groups are summarised in Annex C. There are seven different types of user and development groups. One is aimed at students, parents and advisers; one is aimed at local authorities; and five are aimed at pilot schools:

- **Information group** – we will ask a small number of schools and/or local authorities to support the organisation of a focus group of parents, students and advisers.

- **Learner views and destination group** – aimed at pilot schools.

- **Success rate group** – aimed at pilot schools.

- **Partnership group** – aimed at pilot schools.

- **School Report Card & Framework publication group** – aimed at pilot schools. Schools will also be invited to join the voluntary 2 year SRC Pilot being planned by the DCSF in addition to the Framework pilot.

- **Special schools group** – the target group will be the small sample of special schools participating in the pilot, and is open to all other schools in the pilot who have an interest in provision for Learners with Learning Difficulties and/or Disabilities.

- **Local authority group** – is aimed at pilot local authorities.

29. Membership of the user and development groups may extend beyond pilot schools and local authorities. For example, colleges involved in a partnership with a pilot school may be invited to attend the user and development group on partnerships.

Consortia, partnerships and mergers

30. In the case of provision delivered by consortia or partnerships, we are currently treating any provision delivered by a sixth form consortium, or a Diploma partnership as belonging to the home institution of the learner. Thus 'lead' providers must ensure that they have sufficient confidence in the providers to whom they subcontract and with whom they work in partnership to deliver these aspects of the Framework.

31. We will use the opportunity of the pilot use of the Framework by schools with sixth forms to explore three propositions in respect of partnerships:

a) Overall responsibility for the learner should remain with home institution.

b) The Framework should in some way recognise and celebrate effective partnership working.

c) Consortia or partnership level reporting should rely on the management information systems available or be developed to review performance within the consortia.

Governance

32. A group chaired by DCSF is steering the development of the pilot use of Framework by schools with sixth forms. The steering group includes representatives from the AoC, the ADCS, the LGA, the Association of School and College Leaders (ASCL), Ofsted and the Sixth Form Colleges Forum.

33. Key issues will feed into the existing governance structure of the Framework for Excellence. Issues and advice on matters relating to policy will be decided in the Framework's Policy Committee. Issues relating to technical specifications or data will be resolved through the Framework's Technical Assurance Group (Annex D).

Communication and Support

General Communications

34. It is vitally important that there are clear, consistent and simple channels of communication between the pilot institutions, the LSC, and other interested parties.

35. Each pilot institution has nominated a key contact, who will disseminate information relating to the pilot within their organisation, coordinate responses and returns to the LSC, and attend the national launch and evaluation events.

36. A list of institutions participating in the pilot will be displayed on the Framework for Excellence website at http://ffe.lsc.gov.uk.

37. There will be regular communication between the LSC and pilot institutions which will include:

- Regular updates on the pilot, which includes a system of email alerts for changes to this Pilot Guide.

- Regular Pilot News emails that will provide updates on the pilot, key dates and other information for the pilot organisation. All pilot providers will automatically be sent this.

- Pilot providers can also seek support through a dedicated email address for additional help and support. All pilot-related enquiries should be sent to SchoolandLAPilot@lsc.gov.uk. We aim to acknowledge all enquiries within two working days and resolve, when practicable, issues within a further two working days.

- A monthly Framework for Excellence Bulletin is published for general information on the Framework. If you would like to receive the Framework

Bulletin by email each month, please forward your contact details to frameworkforexcellence@lsc.gov.uk and mark with the subject heading 'Bulletin'.

38. Some pilot institutions may find it useful to share experiences either with groups in their geographical area or with similar institutions across England.

Learning and Skills Council

39. The LSC (and subsequently the SFA with the YPLA) will:

- Generate scores and grades for PIs and other supplementary measures.

- Disseminate ratings to pilot providers.

- Consult with pilot institutions on the processes and outputs of the Framework for Excellence exercise.

- Evaluate the outputs and model findings where appropriate.

- Be the first point of contact for pilot institutions.

- Facilitate group meetings of pilot institutions.

- Consult with wider stakeholders.

- Organise and jointly host briefing and evaluation events.

- Update key contacts about developments in the Framework.

Key Dates

End Stage analysis of data and performance indicators

40. BIS, DCSF and LSC/SFA/YPLA will conduct detailed analysis of all data available to inform the performance indicators in spring 2010. Where data is available each performance indicator will be scored and graded and issues around the impact of contextual factors will be escalated to the Framework's Policy Committee.

41. Performance indicator scores and grades, and any relevant analysis, will be fed back to school sixth forms. Feedback from individual schools involved in the pilot will be collected and collated to form part of the evaluation.

42. The pilot outcomes for school sixth forms will not be published.

End Stage pilot events

43. In May 2010 we will arrange end stage pilot event for LA and schools involved in the pilot. The intention is to:

- Share headline findings.

- Seek views on the effectiveness of the pilot arrangements in meeting the pilots key priorities

- Summarise next steps.

44. The outcomes of these events will help inform the June 2010 Policy Document and an independent evaluation of the Framework.

High level time line

- <u>June/July 2009</u> - Pilot launch Events

- <u>October 2009</u> – User and Development Groups begin

- <u>4 January 2010 to 12 February 2010</u> – Learner Survey open for completion

- <u>February 2010</u> - User and Development Groups completed

- <u>April 2010</u> – Data Analysis and performance indicator grades for pilots

- <u>April 2010</u> – Independent Evaluation Report

- <u>May 2010</u> – End stage feedback events

- <u>June 2010</u> – Framework for Excellence Policy Document

- <u>September 2010</u> – Introduce new measures as appropriate into schools.

Evaluation

45. Four methods are proposed to evaluate the schools pilot:

- User/development groups providing assessment and feedback on the key priorities within their specific remits during the course of the pilot period. This is an iterative process during the pilot period to identify and advise on resolution of emerging issues.

- End stage analysis of the quality of data for performance indicators and assessing appropriate standards for performance indicators that will meet stakeholder requirements.

- End stage pilot events to seek overall feedback on the pilot process and outcomes.

- Independent evaluation report on the delivery of the six key priorities of the school sixth form and local authority pilot and the net benefits of the unified post-16 performance management framework for pre- and post-19 delivery partners.

Independent Evaluation of the Pilot

46. We are committed to an independent evaluation of the pilot. The specification of the pilot evaluation will focus on:

- An assessment of the potential net benefits of the unified post-16 framework.

- The views of learners, parents and careers advisors.

- The views of schools in improving quality of provision.

- The use to inform commissioning decisions by local authorities.

- The views of SiPs in supporting quality improvement.

- Issues of simplification and bureaucracy.

- Methods for measuring the performance of partnerships and consortia provision.

Links to the School Report Card

47. The School Report Card (SRC) will be central to the new accountability landscape for schools, providing a single tool for school self-evaluation, Ofsted, SiPs, Governors, and providing information to pupils and parents.

48. The SRC will cover a school up to age 16, but will include a measure of the effectiveness of a school's sixth form provision, which could be taken from the Framework's published outputs. It will, therefore, be important that the Framework which will apply to schools' sixth form provision and the SRC align where appropriate, so as to provide a coherent approach for schools and ensure that parents, learners and other users of the data can consider the performance across the whole school.

49. Following further consultation and development work, the SRC will be piloted over two years from autumn 2009. BIS and DCSF will work together with other national partners on development of the SRC and Framework to ensure they are aligned appropriately.

Links to Inspection

50. Ofsted is one of the sponsors of the Framework. The Framework and inspection of post-16 education and training are strongly linked and complement each other. As a sponsor, Ofsted is committed to working with users, stakeholder and sponsoring partners to create a unified, annual performance assessment system for post-16 providers developed on the basis of the Framework.

51. Development – Ofsted will work with sponsoring partners to develop performance indicators that are robust and 'fit for purpose'. The development of a more detailed reporting capability to better inform users will augment inspection reports and the SRC.

52. Integration – Ofsted is committed to aligning its inspection frameworks and processes across all post-16 provision and, as they become available, will use Framework performance indicators as part of this process. This is reflected in

the new sixth form grade descriptors which are closely aligned with those used in college inspections.

53. <u>Coherence</u> – Ofsted aims to ensure that the new post-16 inspection arrangements (September 2009) and Framework performance indicators used to create future scorecards and/or used for commissioning purposes, are coherent and are aligned to Ofsted's expectations of the sector. New school inspection arrangements align inspection of sixth forms more closely with arrangements for other post-16 providers

54. <u>Inspection</u> – Ofsted will draw on Framework indicators (when they are fully developed), to support post-16 inspection activities. Although the inspection process covers many aspects of provision that are not covered explicitly by the Framework, it will provide a set of consistent indicators to be used by inspectors' in making their judgements. The inspection handbook for Further Education and Skills will include guidance for inspectors in using performance scores from the Framework. In the event that the Framework is extended to include schools with sixth forms, Ofsted will prepare additional inspection guidance for schools. School inspection guidance would want to draw on this guidance as the Framework is extended to all schools.

55. <u>Inspection selection</u> – Ofsted will draw on Framework indicators (as they are fully developed) to help inform its inspection selection process. As Ofsted will use available, and suitable, Framework indicators to inform inspection selection on an annual basis, it is possible that weak performance in a number of areas of the Framework could lead to an inspection being brought forward. School inspection selection is based on a number of tested factors which are shown to indicate risk. The Framework indicators need to be tested to show that they indicate risk.

56. Until the publication of the SRC, Ofsted will publish an interim assessment (previously called a health check) letter for most schools, colleges and providers that remain 'good' or 'outstanding' (based on the maintenance of continued or improved performance as indicated by shared data sources) around three years after a full inspection. This will be based on information available for inspection selection, and, where such data is inconclusive, other sources including the college/provider Self Assessment Report or school Self-Evaluation Form and previous inspection reports. The Framework indicators may be a useful source of information for the interim assessment.

Links with post-16 provider performance management arrangements

57. The new post-16 performance management arrangements are being designed to set out clear expectations of the standards of performance expected. Local authorities, the YPLA and the SFA will require all providers to maintain

acceptable standards of delivery and to agree challenging targets for improvement in their development plans. Improvement targets will focus providers on key areas of performance and on delivery against local strategic priorities, enabling providers to make the right decisions to benefit their learners.

58. Schools, colleges and other post-16 providers will continue to have primary responsibility to lead their own improvement, based on rigorous annual self-assessment, validated externally by inspection.

59. Commissioning decisions will start from a position of transparent, up-to-date, information, drawing upon Framework data, the post-16 Achievement and Attainment Tables (AATs), inspection reports, and provider self assessments. Commissioners will analyse and evaluate provider performance data annually, approaching commissioning decisions with a clear focus on filling gaps and responding to growth and demand, but also on tackling and eliminating weaknesses and expanding on the best provision.

60. From 2010, provider performance assessments will draw upon available data from the Framework to complement other performance evidence. As the Framework is further developed, it will provide a more rounded view of performance which takes account of other factors such as the views of learners. It is our expectation that the Framework will supersede the post-16 AATs in the longer term.

61. Framework results will be published annually (but will not include the schools pilot).

62. The Framework will treat all providers in a neutral and consistent way. It will provide a basis for making commissioning decisions and assessing performance. Where provider interventions are needed, they will be proportionate, targeted and differentiated to meet their needs. Where there is evidence of weaknesses in providers' performance there will be swift action taken by local authorities, working with Ofsted and improvement support bodies to get performance back on track.

Annex A: Proposed indicators for the pilot of the FfE in School Sixth Forms

1. Indicators for which additional data is required

Learner Views Learners' are asked a small number of questions on their satisfaction with the quality of their learning experience. It is hoped that these survey questions can be merged with the health and well-being survey questions for 16-19 year olds.	
Data Requirements	Each school will be required to invite their learners to participate in an on-line survey. It is expected that schools will want to arrange the survey to take place during lesson time to ensure a greater response. Participation by learners is voluntary. Schools are asked to ensure all their in-scope learners have the opportunity to participate.
Method of Collection, Timetable and effect on Management Information Systems	The data will be collected electronically by online survey. We will be undertaking cognitive testing with a number of learners from pilot schools and it is likely that a version for schools will be produced. This will ensure the language used is understood by learners. Learners will be required to enter their school code and their learner code. Over 520,000 learners from colleges and providers successfully completed the survey in early 2009 and so we have clear evidence that this methodology works. We will undertake technical testing with a small number of schools involved in the pilot survey to establish if alterations to IT systems, such as the school's internet access, are required. All participating schools will be required to undertake technical testing during the late autumn to ensure the survey is accessible at all their sites prior to the survey going live. The Learner Views survey can be loosely linked to a schools own survey. The LSC will provide information on how this can be undertaken. Access to a paper survey is available for learners for whom the online survey is impossible. Schools will inform the LSC how many paper surveys they require by email or other electronic methods and the LSC will then email the named contact a copy of the survey, for the school to print out. The school will then need to follow guidance in administering the survey with learners. The paper surveys will need to be collected by courier at a pre-arranged date shortly after the close of the survey.
Time allowed for Response	The survey will be available between 4 January 2010 and 12 February 2010. A minimum number of responses will be needed to enable the score to be calculated. Response rates will be monitored centrally and a school will be able to access information on their response rate. The school may then choose to actively encourage completion of the survey to enable a score to be calculated.
Qualification Success Rates Success rates based on learners starting a qualification aim and who achieve the qualification at the end of the course of study.	

Data Requirements	We will be asking schools in the pilot to provide information on outcomes of post 16 learning aims (i.e. pass/fail and grade.) For non-cashed AS levels, we will ask the pilot schools to 'calculate' the grade based on achievement of modules. This will also reflect anticipated changes to the census in the future, subject to Star Chamber agreement.
Method of Collection, Timetable and effect on Management Information Systems	We are currently exploring the best way of collecting this information in a secure way.
Time allowed for Response	Approx 1 month (timescales would mirror those for the main 'official' census return)

2. Indicators for which additional data is <u>not</u> required

Learner Destinations All 16-18 learners' progression will be followed up and identified as progressing into further learning (including FE & HE), employment or other.	This will be calculated using both a data matching process (to track learners progressing to education destinations) and a survey (to track learners progressing to employment destinations) for which contact will be made directly with learners through the post.
16-18 Value Added at level 3 Level 3 attainment in the light of attainment at KS4, compared to national norms. Value added specified for Level 3 for both overall institutional score (Post 16 CVA) and for drill down (Learner Achievement Tracker).	At provider level, this will be the same as the Level 3 CVA measure in the post-16 Achievement and Attainment Tables. At sub-provider level, this will be calculated using the LSC's Learner Achievement Tracker (LAT) dataset.
16-18 Level 2 threshold success rate For measuring achievement of qualifications equivalent to a first full level 2 (such as 5 A*-C GCSEs) at provider level	This will be calculated using the data set used for the national indicator.
16-18 Level 3 threshold success rate For measuring achievement of qualifications equivalent to a first full level 3 (such as 2 A levels) at provider level.	This will be calculated using the data set used for the national indicator.
Outcomes per successful funding unit	Numerator uses funding data already collected. Denominator uses data collected for Qualifications Success Rate and for funding and financial purposes.

Annex B – Summary of Performance Indicators Planned and in development for the Framework.

The table below sets out the indicators for all providers within the Framework indicating whether they could apply to schools and the proposed date of implementation. The year of *implementation* is the beginning of the relevant academic year – since the Framework will be implemented for schools from 2010, subject to a successful pilot, where the year available for implementation refers to an earlier year this is for other post-16 providers.
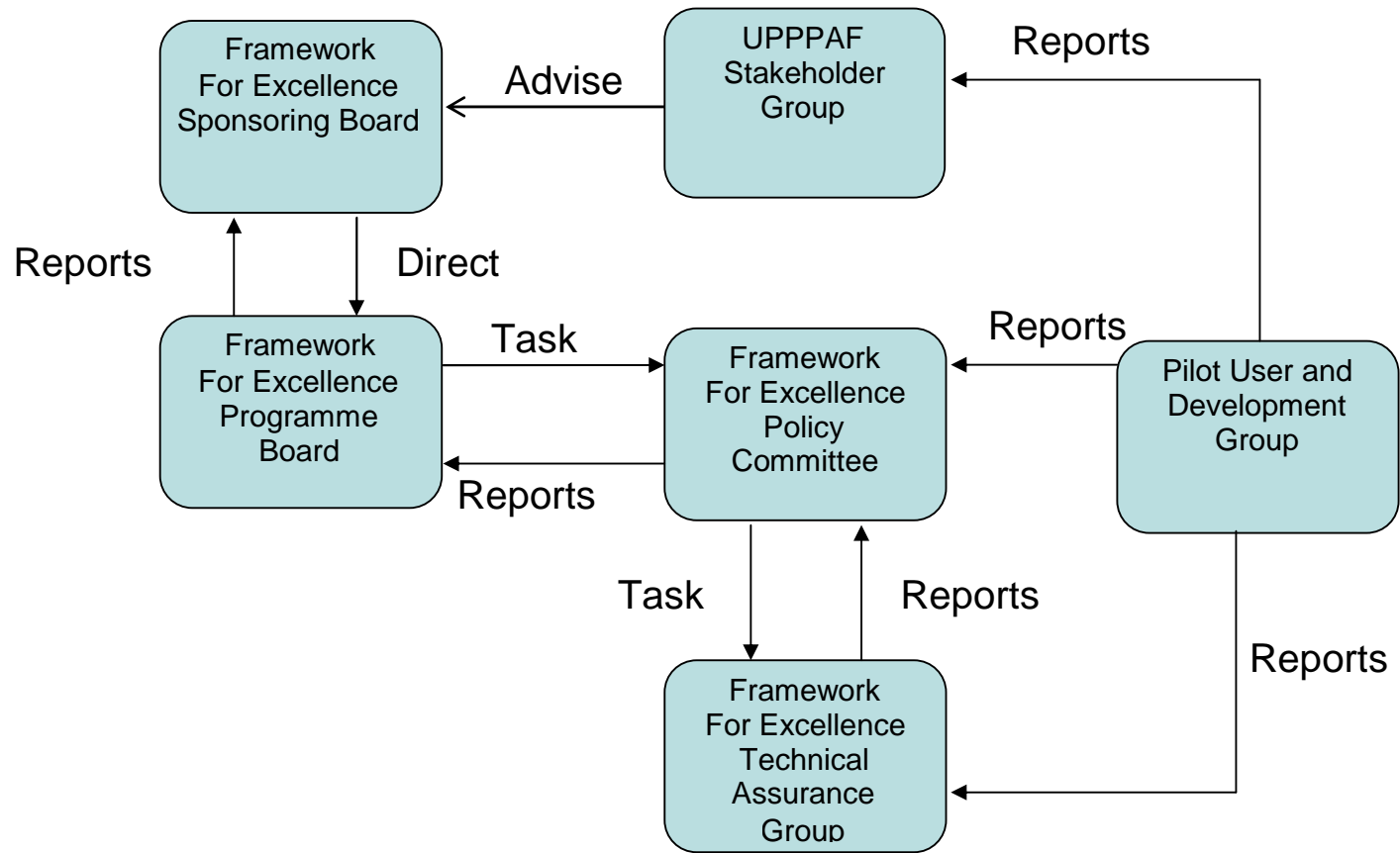
Framework for Excellence indicators by broad category of indicator and date available for implementation			
Category	*Indicator*	*Could apply to schools?*	*Year available for implementation*
Learner and Qualification Success	Qualification Success Rates	Yes	As an indicator combined with value added: 2008; as a separate indicator: 2010
	16-18 Level 2 threshold success rates	Yes	2010
	16-18 Level 3 threshold success rate	Yes	2010
	Achievement of long term learning goals by learners with complex needs	Yes	Under development. 2010 assuming that not covered by Foundation Learning Tier progression pathways
Learner Progress	Value added at Level 3 (16-18 year olds)	Yes	As an indicator combined with qualification success rates: 2008; as a separate indicator: 2010
	Value added at Level 1 and Level 2 (16-18 year olds)	Yes	2011 subject to further discussion and consultation
Social and Educational Inclusion	Social inclusion	Yes	2010 subject to further discussion and consultation
	Educational inclusion	Yes	2010 subject to further discussion and consultation
Responsiveness to Learners	Learner views	Yes	2008
	Learner destinations	Yes	2008
Responsiveness to Employers	Employer views	No	2008
	Amount of training (not graded; statement of volume for information)	No	2009
	Training Quality Standard	No	2008
Financial Health and Management	Financial Health	No	2008
	Financial Management and Control Evaluation	No	2008
Use of Resources	Successful outcomes per unit funding	Yes	2008 subject to review
	Operating cost per standard learner	No	2008 subject to review
	Delivery to allocation or contract	No	2008 subject to review

Annex C - Proposed user and development groups

Proposed user groups within the Pilot to develop and test the propositions around the fitness for purpose and benefits of the Framework for Excellence.			
Group	**Membership**	**Theme**	**Purpose**
1. Information Group	Learners, parent and support user group.	Type and use of information required	• Inform learner choice, and support advisors role, Area prospectus and other publications supporting learner choice.
2. Learner Views and Learner Destination Group	Schools, LSC, DCSF, BIS, SFCF	Collection method and inclusion of ECM indicators	• Inform learner choice and school quality improvement. • Identify existing good practice of collecting and using survey data in schools. • Use for school quality improvement.
		Collection methods and data matching	• Minimise bureaucracy and costs of non data matching. • Simplification and harmonisation of the technical specifications with other strategies, targets or objectives. • Identifying any potential disincentives or "perverse" incentives that will adversely impact on narrowing the gap or widening participation for learners. • Use for school quality improvement.
3. Success Rates Group	Schools, LSC, DCSF,BIS, Ofsted, SFCF	Collection methods	• Minimise bureaucracy and costs of work around methods. • Harmonisation of success rates across the post 16 sector. • Identifying any potential disincentives or "perverse" incentives that will adversely impact on narrowing the gap or widening participation for learners. • Use for school quality improvement.
4. Partnership Group	Pre 19 sector delivery partners, LSC, DCSF, BIS	Sixth forms partnerships	• Measuring institutional performance in a partnership. • Support from Children's Trust linked to delivering DCSF priorities and objectives.
5. School Report Card and Framework post-16 links Publication group	Schools, LSC, DCSF, BIS, This will also include schools piloting both the post-16 Framework and SRC	Alignment of performance indicators, and publication format and platforms.	• Ensure that the publication of the SRC and the Framework are aligned as much as possible in terms of presentation and performance indicators to present a coherent picture of a school.

6. Special school, specialist college Group	Schools and colleges, LSC, DCSF, BIS	Inform the development of technical measures for learners with complex needs	• Benefits for learners and delivery partners in informing choice and improving quality.
Local authority – commissioning and planning			
7. Local authority Group.	LAs, SIPs, LSC, DCSF, BIS and REACT	Developing technical specifications of unit costs for delivery of provision. Defining and measuring performance of partnerships with school Review performance indicators usefulness within the commissioning process.	• Drive up the quality of provision through SiP support and internal provider improvement. • Inclusion in the commissioning process to bring about neutral and value for money of delivery partners. • Identifying the inclusion of Framework for Excellence within the commissioning process to streamline and simplify the business process. • Inclusion of effective partnerships in planning and commissioning decisions in meeting learner entitlement.

Annex D –School and Local authority Pilot Governance and Reporting Structure

Framework For Excellence Sponsoring Board

UPPPAF Stakeholder Group

Advise

Reports

Reports

Direct

Framework For Excellence Programme Board

Task

Framework For Excellence Policy Committee

Reports

Pilot User and Development Group

Reports

Task

Reports

Reports

Framework For Excellence Technical Assurance Group