



Department
for Education

16 to 19 accountability headline measures: technical guide

For changes in 2016

October 2015 update

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Introduction

1.1. We are reforming the school and college accountability systems to set higher expectations, and to make the system fairer, more ambitious, and more transparent.

1.2. We need high quality 16-19 education and training to ensure young people are equipped to go on to higher education or sustainable employment. To secure this we need an accountability system that encourages high quality provision for all students, supports students in making informed choices, and identifies poor performance quickly. The government published its [plans for a reformed 16-19 accountability system on GOV.UK](#) in March 2014

1.3. A set of five headline measures will be published in 16-18 performance tables. The headline measures are **progress, attainment, progress in English and maths** (for students without a GCSE pass at A*-C in these subjects), **retention, and destinations**.

1.4. These measures will provide a rounded picture of provider performance which will be used in a range of ways: informing student choice; informing a provider's own self-assessment and benchmarking; informing inspection; and informing government's performance management of the 16-19 sector.

1.5. This technical guide aims to give school sixth forms and colleges all the information we can publish at this time to help them understand the 16-19 headline measures. The measures are still under development and we will publish more information as it becomes available¹. The technical guide does not change any previously announced policy. It provides additional information on how the five headline measures will be calculated.

1.6. The new 16-19 accountability system begins in 2016. For students on two year courses this means the new accountability system applies to students who started 16-18 courses in September 2014. The outcomes will be reported in the 2016 16-18 performance tables published in early 2017.

Expiry or review date

1.7. This document updates the Technical Guide published in October 2014. This update includes more technical detail, for example around the new methodology to

¹ Any queries should be directed to the DfE enquiry line on 0370 000 2288. All details on the methodology currently available have been included in this guidance.

allocate students to individual providers (section 2), a comprehensive set of performance tables points assigned to different level 3 qualifications (annex D2) and other changes and clarification following the release of shadow data to schools and colleges in June 2015. A similar update will follow in 2016 after further shadow data is shared.

Who is this advice for?

1.8. This advice is for:

- School and college leaders, school and college staff and governing bodies in all maintained schools, academies and free schools with a sixth form, sixth form colleges and general further education colleges.
- Local authorities.
- Ofsted inspectors, education advisers and brokers, Regional School Commissioners, FE advisers and the FE and SFC commissioners.

New allocation of students to providers

2.1 In 2015 performance tables, students are allocated to the school where they are on-roll or where they took their highest volume of examination entries in the reporting year. This approach limits the reporting of a student's achievements to a single provider over the 16-18 study period.

2.2 Historically these principles have been fit for purpose because movement between providers among level 3 students is not common². However, movement among students taking qualifications below level 3 occurs more frequently. In light of the increased coverage of the 2017 and 2018 tables³, it is important to find an approach to allocating students which enables us to hold to account more than one provider.

2.3 For accountability purposes we want to report outcomes in 16-18 performance tables against the provider which is directly funded by the Education Funding Agency (EFA) in each year of study. This means outcomes will be allocated to the provider where the student has enrolled to take their main programme of study, recorded in the school census or Individualised Learner Record (ILR).

2.4 This means that from 2015/16 we will no longer assign results from the past two years to one provider. Instead, all results will be assigned on an annual basis. Results will continue to be *published* at the end of the 16-18 study phase; usually when the student is academic age 17 (year 13). However, students can be reported up to academic age 18 which might mean that some results are published three years after the end of key stage 4.

2.5 There are three possible sources of provider information to consider, each year:

1. **Schools that return the spring school census** – the spring school census returns student level information and will continue to be used to identify 16-18 students on-roll in state-funded schools;
2. **Providers that return the ILR** – the ILR returns student level information and will be used for the first time to identify 16-18 students 'on-roll' in colleges (and other provider types returning the ILR); determined by where

² Whilst movement among the level 3 cohort is not common, it does occur. When a student moves from an academic to a vocational pathway (or vice versa), the former achievements are not reported against the latest provider so that the latest provider is not held to account for qualifications delivered elsewhere.

³ 2017 tables will expand to include outcomes below level 3 and 2018 tables will expand to include apprenticeships

the student is studying their main course of study⁴. Outcomes related to additional courses recorded on the ILR, which may include those delivered by a different provider, will also be reported against the 'core' provider since they are responsible for that student's overall study programme.

3. **Awarding organisation data⁵ (for providers that do not return the spring school census or ILR)** – for providers which do not return student level information to the department i.e. independent schools, we will continue to use awarding organisation data to allocate results to providers but on an annual basis.

2.6 Annex A provides more information on how the new allocation methodology will work in practice using these data sources.

2.7 The new allocation methodology was used for the first time in experimental statistics on [level 1 and 2 attainment in English and maths by students aged 16-18](#).

Students included under new allocation

2.8. Currently, students are only included in the performance tables if they have entered for at least one qualification the size of an A level in the reporting year and reached the end of 16-18 study. As a result of moving to an annual allocation, when a student moves providers we will be able to hold to account the provider in the first year of 16-18 study. Some of these students will have only studied, and entered for, qualifications the size of half an A level. For academic students this could be an AS level and for vocational students this could be an Applied General qualification.

2.9 Therefore, from 2016 we will continue to publish student outcomes when they reach the end of 16-18 study, but the performance tables will include all student outcomes if they have entered for a qualification at least half (0.5) the size of an A level (180 guided learning hours)⁶. This will include outcomes for up to three years of study.

2.10 The scope of the English and maths progress measure is different and is based on students who did not achieve grades A*-C by the end of KS4.

⁴ Core aims will only be included if the student completed the qualifying period, this is generally six weeks for long qualifications and two weeks for short qualifications.

⁵ Awarding organisations (AOs) deliver regulated qualifications and award examination results to students in post-16 study. Each year, the department collects data from AOs, via an external contractor, on the students who have entered exams and their results.

⁶ With the exception of the extended project qualification with a size of 0.3 of an A level which will also be included in the academic cohort, even if this is the only academic qualification the student has entered.

Reporting at provider, local authority and national level

2.11 On completion of 16-18 study, outcomes will be reported against one, two or three providers, reflecting the study and achievements with the provider in that year. While students will be reported against multiple providers if they move, attainment outcomes will continue to be published at aggregated levels (local authority, national and national – state funded).

2.12 Annex A provides some examples on how this will work for some common scenarios, including how discounting will apply in these cases.

Headline measures

3.1. Effective education systems around the world have high levels of autonomy with clear and robust accountability. OECD evidence shows that strong accountability is an important part of improving students' achievement. Our new headline performance measures will shine a light on the progress that students make while at a school or college. This is a fairer reflection of how the school or college is performing than looking only at the grades that students achieve. It encourages schools and colleges to focus on achieving the best outcomes for all students, irrespective of their starting points.

3.2. The five headline measures from 2015/16 are:

- Progress: a value added progress measure for academic and Applied General qualifications and a completion and attainment measure for Tech Levels (and Technical Certificates from 2016/17)
- Attainment
- English and maths progress measure (for those students who have not achieved at least a grade C at GCSE at the end of key stage 4)
- Retention
- Destinations

Progress (and a combined completion/attainment measure)

4.1 The progress of students will be the main focus of the future accountability system. Not only will progress measures be one of the new five headline measures of performance, but they will also form the basis of minimum standards. The progress measure will show separate values for:

- level 3 academic programmes (and separately for A level programmes)
- level 3 Applied General programmes
- level 3 Tech Level programmes
- level 2 Technical Certificate programmes

The academic and Applied General scores will be calculated using a level 3 value added measure. The Tech Level and Technical Certificate scores will use a completion and attainment measure.

New level 3 value added methodology

4.2. For academic and Applied General qualifications we will use a value added progress measure in 2016 performance tables to show how well students have progressed when compared with students with the same prior attainment. Progress will be shown separately for academic and Applied General qualifications. The main changes to the existing value added measure include how we define the prior attainment of a student and the method for calculating national average levels of progress.

4.3. The level 3 value added measure will show the progress each student makes between key stage 4 and graded level 3 qualifications (excluding Tech Levels) compared with the actual progress made by students nationally who had the same level of attainment at key stage 4. Students will be compared with other students studying the same qualification nationally before being aggregated to give an overall score for a provider. This score will be expressed as a proportion of a grade above or below the national average e.g. students achieve half a grade lower than the national average.

How the new measure will work

4.4. For all students we will work out their average attainment at key stage 4. For the level 3 academic qualifications progress measure students' prior attainment will be based on their average attainment in full course GCSEs only. For the level 3

Applied General qualifications progress measure students' prior attainment will be based on all qualifications achieved at key stage 4. Our analysis has shown that these are the most effective baselines that can be consistently applied in the calculations.

4.5. Only qualifications achieved during key stage 4 will be included in the prior attainment calculation. Re-sits or additional qualifications gained during the 16-18 study phase will not be included. This ensures a consistent baseline for all students.

4.6. To calculate the progress made by students taking the same qualification nationally we will first divide students into up to 20 bands based on their prior attainment. We will then calculate the average attainment for each of these bands. This allows us to compare a student's result with the average result of students with equivalent prior attainment taking the same qualification. The difference between the two is the student's value added score in that qualification. Annex A has an illustrated example of how this works.

4.7. The students' value added scores will then be aggregated to create separate scores for academic qualifications and Applied General qualifications for each school or college.

4.8. The supporting information will allow providers to see value added scores for specific qualifications (e.g. A level maths) and qualification types (e.g. A levels).

4.9. All results will be shown with confidence intervals.

4.10. Key changes between the current and new level 3 value added:

Current level 3 value added measure⁷	New level 3 value added measure
<ul style="list-style-type: none"> • Has prior attainment values of average key stage 4 points for both academic and vocational cohorts • Students are included as long as they have some key stage 4 prior attainment • Uses and rebases old point score system for all level 3 qualifications⁸ 	<ul style="list-style-type: none"> • Has prior attainment values of average full course GCSE points for academic cohort and average key stage 4 points for applied general cohort • Students are only included in academic value added if they have GCSE prior attainment. They are included in applied general as long as

⁷ For a detailed explanation of some of the technical terms, refer to the current level 3 value added user guide here: http://www.education.gov.uk/schools/performance/16to18_14/documents.html

⁸ For a detailed explanation of some of the technical terms, refer to the current level 3 value added user guide here: http://www.education.gov.uk/schools/performance/16to18_14/documents.html

- Applies multilevel modelling methodology⁹
- Applies shrinkage factor to school or college value added scores
- Includes all regulated and approved vocational qualifications

- they have some key stage 4 prior attainment
- Uses new point score system without rebasing them for all level 3 qualifications
- Applies percentile banding methodology¹⁰
- No shrinkage factor applied to school or college value added scores
- Only includes vocational qualifications which have been classed as Applied General¹¹

New allocation and level 3 value added

4.11 As detailed in section 2, from 2016 we will continue to report students when they reach the end of 16-18 study but will include outcomes against providers if students have entered for a qualification at least half (0.5) the size of an A level (180 guided learning hours).

4.12 The exception to this rule is the extended project qualification with a size of 0.3 of an A level. A student will also be included in the academic cohort in the attainment measure, even if this is the only academic qualification the student has entered. This is because the extended project qualification is classified as an academic qualification.

4.13 Level 3 value added will be calculated separately for each provider reported in the performance tables reflecting the results achieved with the provider. This may mean that a student is included against more than one provider.

Minimum standards

4.14. From 2016 minimum standards will change from attainment based standards to progress based standards.

⁹ For a detailed explanation of some of the technical terms, refer to the current level 3 value added user guide here: http://www.education.gov.uk/schools/performance/16to18_14/documents.html

¹⁰ See Annex A3

¹¹ See the section on [Reform of vocational qualifications](#) in this document for more information.

4.15. Minimum standards will be set separately for level 3 academic and Applied General qualifications as now.

4.16. Students and qualification types included in the minimum standards will be the same as in level 3 value added.

4.17. All state-funded mainstream providers of further education included in the 16-18 performance tables are in scope for the application of these standards. That includes local authority maintained school sixth forms, academy school sixth forms, 16 to 19 academies, university technology colleges, studio schools, sixth-form colleges and general further education colleges. However any provider with fewer than 11 students taking either academic or Applied General qualifications will be excluded from the corresponding minimum standard. Independent and special schools will also be excluded from minimum standards.

How the new minimum standards will work

4.18. A provider will be seen as underperforming if (i) its academic or Applied General value added score is below the threshold set by the department and (ii) its value added score is statistically significantly below the national average (both confidence intervals are below zero).

4.19. The threshold (value added score in grades) for academic qualifications is likely to be set at around -0.6 . The exact threshold is still to be finalised.

4.20. The threshold for Applied General qualifications will be announced in the next update when there have been more entries in these qualifications so there is sufficient data for sound analysis.

Completion and attainment measure

4.21. We cannot use a value added progress measure for level 3 Tech Levels and level 2 Technical Certificates. This is because there is a weak relationship between students' average key stage 4 result, which is mainly made up of academic subjects, and their results in these qualification types. Instead we will use a combined completion and attainment measure. The measure will compare the attainment of students with the national average attainment for each qualification. Any student who fails to complete the subject studied will be treated as a fail. The scores for each qualification will be aggregated to give an overall provider score expressed as a proportion of a grade above or below the national average. This methodology is subject to further exploration of the quality of the data but the measure will be introduced for 2015/16 outcomes.

4.22. We will re-examine the feasibility of developing a meaningful value added progress measure for vocational qualifications, once we have the data from the outcomes of graded Tech Levels in 2018.

How the new measure will work

4.23. Attainment in each qualification delivered by a provider is first calculated by adding up all the point scores for the qualification and dividing them by the number of students taking that qualification. Non-completion is treated as a fail and given a score of zero. A provider's attainment in a subject is then subtracted from the national average attainment in that subject to generate a score expressed as a proportion of a grade above or below the national average. Scores for each subject are finally aggregated to produce an overall provider score relative to the national average. For example, a provider may have a score of +0.5 in level 3 Tech Levels, meaning that on average in these qualifications, students achieve half a grade higher than the national average.

4.24. A separate completion and attainment score will be calculated for Tech Levels and Technical Certificates. A worked example is shown in Annex C1.

4.25. All students who receive funding for a Tech Level or a Technical Certificate will be included in the measure. The qualification does not need to be flagged as a student's main course of study to be included. Students who withdraw within the funding "qualifying period"¹² will not be counted in the measure. Where a student is recorded as having withdrawn from a qualification after the qualifying period they will be treated as having failed the qualification and given 0 points. This information will be sourced from the ILR and School Census data returns.

4.26. For all students who complete relevant qualifications we will assign a point score based on the grade that they achieved¹³. The grading information will be sourced from the data supplied to the Department by awarding organisations. For many vocational qualifications this information does not include records of students failing qualifications. By including a completion element to this measure we are able to cover more students than otherwise would have been possible and increase incentives to help students to complete their qualifications.

4.27. Students who are shown on the school census or ILR as withdrawing from a Tech Level or Technical Certificate because they are transferring to start an

¹² For programmes longer than 24 weeks the qualifying period is 6 weeks, for programmes that are 2 to 24 weeks the qualifying period is 2 weeks.

¹³ See annex D for further details on how grades map to point scores in the performance tables

apprenticeship, traineeship or supported internship, will, where possible, be excluded from the completion and attainment measure. This is so that there is no disincentive for students to take up opportunities to continue their training with employers as well as with schools and colleges.

4.28. Where a student transfers onto a different subject or qualification type within the same provider only the latest qualification will be included in the measure. For example a student who transfers from a plumbing qualification to a construction qualification at the same provider will only have their construction qualification included in the measure. Information on the number of cases where students have transferred onto lower level qualifications will be published as part of the supporting information for the retention measure.

4.29. Subjects which are only studied by a small number of 16-18 year old students nationally may not be counted in either of the measures to avoid small numbers of students distorting results. We will do further work to establish the appropriate definition of a small cohort under these new measures.

New allocation rules and Completion and Attainment

4.30. From 2016 we will continue to report students when they reach the end of 16-18 study but will include outcomes against providers if they have studied or entered L3 Tech Levels that are at least half (0.5) the size of an A level (180 guided learning hours).

4.31. Completion and attainment will be calculated separately for each provider reported in the performance tables reflecting the outcomes achieved with the provider. This may mean that a student is included against more than one provider.

Minimum standards

4.32. The minimum standards for level 3 Tech Levels (and level 2 Technical Certificates from 2017) will take the form of a number of grades (or a proportion of one grade) below the national average.

Attainment

5.1. It is important to provide an indicator of students' overall attainment in different types of qualifications, which parents and students can easily understand and use to compare providers. The attainment measure will show the average grade that students attain. This builds on the average points score per entry data (expressed as a grade) that is currently published in performance tables.

How the new measure will work

5.2. Average points score (APS) per entry will be calculated and expressed as a grade (see Annex D for a breakdown of the point scores and grade equivalents). Separate average grades will be shown for level 3 academic (including a separate grade for A level), Applied General, and Tech Level qualifications and, from 2017, level 2 Technical Certificates.

5.3. Outcomes will only be reported where a student has entered for an examination. Unlike the completion and attainment measure, withdrawals will not be counted as a fail.

New allocation and attainment

5.4 As detailed in section 2, from 2016 we will continue to report students when they reach the end of 16-18 study but will include outcomes against providers if students have studied or entered for a qualification at least half (0.5) the size of an A level (180 guided learning hours).

5.5 The exception to this rule is the extended project qualification with a size of 0.3 of an A level. This will also be included in the academic cohort, even if this is the only academic qualification the student has entered.

5.6 APS per entry will be calculated separately for each provider reported in the performance tables reflecting the results achieved with the provider. This may mean that a student is counted in more than one institution. However, at local authority and national levels, all the student's results achieved at all providers (in the local authority) will be included and discounting applied to produce an APS per entry.

English and maths

6.1. English and maths provide a vital foundation to enable students to progress to employment and further study. This measure will help the public hold schools and colleges to account for the progress of students in English and maths where they did not achieve at least a grade C at GCSE by the end of key stage 4.

6.2. Each student's progress in English and maths will be compared against the average progress made by students who have the same prior attainment in English or maths. This will set realistic benchmarks for students of all attainment levels. The outcomes of the measure will be presented in the same format as the main progress measures.

6.3. The intention is to broadly align the measure with the English and maths condition of funding rules as set out by the Education Funding Agency (EFA)¹⁴. EFA guidance sets out the qualifications equivalent to a grade C at GCSE. A student with an equivalent qualification is not required to continue study in English and/or maths post-16. The guidance also contains the approved list of qualifications through which schools and colleges can meet the requirement and the circumstances in which a student may be exempt from the requirement.

6.4. Our aim is that the reporting of progress in English and maths in performance tables will be aligned as closely as possible to the 16-19 funding rules. We will test this in the 2015 shadow data shared with schools and colleges in 2016.

How the new measure will work

6.5. We will use the same type of "value added" calculation used in our other progress measures. This will show how much progress an institution has made with their students in comparison to the national average for students with the same prior attainment. To make this comparison we will calculate the national average grade achieved during the 16-18 phase achieved by students with the same key stage 4 prior attainment grade, for example:

Calculation of student score

- For illustrative purposes, assume that nationally students who have previously achieved a GCSE grade E make on average 1 grade of progress (equivalent to achieving a D grade).

¹⁴ General guidance on the condition of funding is published here: [16 to 19 funding: maths and English condition of funding](#); and a list of qualifications that meet the requirement can be found at: [Condition of funding on maths and English: qualifications list - Publications - GOV.UK](#)

- In this illustrative example, if an individual student moves from an E grade to a C grade they would receive a value added score of +1 as they have made one grade's progress more than the national average for students with the same prior attainment.
- If the student moves from an E grade to a D grade they would receive a value added score of 0 as they had made average progress (average progress is always expressed as 0).

An example of how the calculation will work is shown in Annex C3.

6.6. The highest English and maths grade a student has achieved when they enter an institution will be the baseline for the calculation. This may be the grade a student achieved at key stage 4 or a grade achieved with a different institution at an earlier stage of 16-18 study¹⁵. This ensures the measure only counts the progress an institution makes with a student to improve their English and/or maths.

6.7. We do not wish institutions to be disproportionately penalised where a student is unable to enter for an English or maths exam or where factors outside of an institution's control lead to a bad result. This will be achieved by applying a cap to the measure so that one grade worse than the baseline is the maximum negative value added score applied to an individual student, for example:

- A student who enters with a D grade but achieves an F grade when they retake will be treated as if they achieved an E grade;
- A student who enters with a F grade but does not sit the exam will be treated as if they achieved a G grade.

6.8. Applying this cap means that providers who take on students with poor motivation are treated fairly. This is important as the measure will include all students who do not have a C grade or above in English and/or maths, in line with the condition of funding, regardless of whether or not they enter for an examination.

6.9. Stepping stone qualifications such as functional skills and free standing maths will be taken into account when calculating the progress made by students, but will not attract as many points as good GCSE grades. Attaining GCSE grades C or above will lead to the highest value added scores, and for students who already have a D grade or above, re-taking a GCSE and improving their grade will be the only way to gain a positive value added score. This aligns with the Government's

¹⁵ The baseline is achievement by age 16 in most cases, even if the student completes KS4 early (but without a grade C in English and/or maths); but the baseline will shift appropriately for students who complete KS4 late.

ambitions for as many students as possible to achieve a grade C or above at GCSE English or maths.

6.10. The stepping stone qualifications which are eligible for funding, and hence are included in the progress measure, will be reviewed in future¹⁶. Further details on how stepping stone qualifications will be incorporated into the measure are shown in Annex B. In line with the conditions of funding students who have previously achieved a D grade at GCSE will be expected to take GCSEs rather than stepping stone qualifications.

Data sources and exemptions or exclusions from the measure

6.11. The primary source of information underpinning the English and maths progress measure will be current and historical exam data sourced from Awarding Organisations (as in current performance tables). This data will be used to determine students' prior attainment, including when key stage 4 was completed (and so whether in scope of the measure), and the progress students make in the 16-18 phase.

6.12 Additionally, experimental work will combine exam results with operational funding data. This will test how closely the measure can be made to align with condition of funding rules, particularly around exemptions from the requirement to study English and maths in the 16-18 phase, namely:

- students with learning difficulties and/or disabilities, who are assessed as not able to study either GCSE or stepping stone qualifications
- students with overseas qualifications that are established as equivalent to GCSE grade C

Shadow data – to be shared with schools and colleges over the next year in advance of 2016 Performance Tables – will test whether exemptions can be applied consistently and fairly across different institution types (but recognising this is a particular issue with independent schools).

6.13. Students for whom no recorded prior achievement exists in exam records will be excluded from the headline measure. If the number of excluded students proves significant then an alternative achievement (rather than progress) supplementary measure will be tested.

¹⁶ The condition of funding on maths and English qualifications list can be found at: [Condition of funding on maths and English: qualifications list - Publications - GOV.UK](#)

6.14 Both exemptions and exclusions (with supplementary reporting) will be tested in shadow data shared with schools and colleges in 2016.

Reporting issues and new allocation rules

6.15 The headline measure will usually report progress after two years of post-16 study; for most students this will be at the end of year 13 or equivalent, or later for those who completed key stage 4 later.

6.16. Our aim is to publish a range of supporting information for this measure. This will allow providers to judge how well they are performing with students who have different levels of prior attainment. It will also highlight any differences in progress between students who spend different numbers of academic years at an institution, e.g. we will show progress after their first, second, or where appropriate, third year in the 16-18 phase.

6.17. Student results will be allocated to institutions in accordance with the new allocation methodology. This means English and maths performance will be assigned to the institution that owns the student's main course of study in any given academic year, including where the student attends a different institution to study English and maths. Conversely, an institution's results will not include students where another institution owns their main course of study (i.e. receives funding from the Education Funding Agency for the relevant student), including instances where an institution acts as an assessment centre for other providers.

6.18. We will analyse trends in student progress in English and maths over the next few years and review whether any refinements to the baseline and reporting of this calculation are required.

Retention

7.1. As the participation age has been increased to 18 it is increasingly important that all young people are given suitable education and training opportunities that they see through to completion. We want providers to ensure that students study courses that match their ability and ambition; and that they remain motivated and engaged to complete their studies. The retention measure will show the proportion of students who get to the end of the programme of study that they enrolled on at a provider.

How the new measure will work

7.2. The retention measure will show the proportion of students who are retained to the end of their main course of study within their study programme at a provider. The retention measure will show separate values for:

- a) level 3 academic programmes (including separately for A level programmes)
- b) level 3 Applied General programmes
- c) level 3 Tech Level programmes
- d) level 2 Technical Certificate programmes

7.3. For students on level 3 vocational programmes, a qualification has to be on the [approved for inclusion in the Performance Tables](#) list to be included in the headline or the supporting retention measures.

7.4. An overall retention value will not be shown at this stage due to the difference in typical retention rates for academic and vocational courses. Showing an overall value would disadvantage providers delivering larger amounts of vocational programmes. In the 2016 performance tables the retention measure will only be applicable to level 3 qualifications. It is our ambition to include a retention measure for level 2 Technical Certificate programmes in the future.

7.5. A student's programme is defined based on their main course of study. Withdrawing from supporting courses, such as GCSEs, will not stop them being counted as being retained on this measure. Similarly an A level student only needs to complete one A level to be counted as retained¹⁷.

7.6. The underlying definitions of the retention measure align with the funding methodology. For a student who undertakes a programme within a single academic

¹⁷ The A level that is completed must be in a subject other than General Studies or Critical Thinking.

year the funding retention factor and the 16-19 accountability retention measure will be calculated in exactly the same way. Students are counted as retained if they are recorded as having “*completed the learning activities leading to the learning aim*” on the Learning Aim Status Field of the School Census or the Completion Status Field of the ILR.

7.7. Some programmes will be more than one year long. For example an International Baccalaureate is typically studied over two years. For a student to be counted as retained they must complete the study programme activities for all relevant years of the course.

7.8. If a student is studying a two year A level programme they must complete the study programme activities for both years of at least one full A level to count as retained. Since the retention measure is calculated at student level it is not affected by the total number of subjects a student takes, or whether they only complete a subset of these. Enrolling a student for additional AS level subjects alongside A levels, or entering a student for AS level exams as well as A level exams in the same subject will not affect the retention calculation.

7.9. In order to retain flexibility for students, schools and colleges in their approaches to AS and A level enrolments students only taking AS levels can still count as retained even if they do not take any subjects forward to A level. We do not expect many students to be taking AS level only programmes as most will progress to at least one A level. Where students are solely taking AS levels they can be counted as retained in year 12 provided they complete at least one AS level. We will publish supporting information on the proportion of level 3 students who return in year 13 (see paragraph 7.12)¹⁸.

7.10. Some students may take multiple programmes that are one academic year in length. In these cases they need to be retained to their latest planned end date to count as being retained. A range of examples are shown in Annex C2.

7.11. Detailed notes on the retention methodology:

- a) The main course of study of a student is defined within the funding methodology. The same definition will be used in the retention measure.

¹⁸ Specific guidance on the completion of the ILR and the school census, covering a range of A and AS level scenarios, has been published. The guidance can be found here:

[ILR guides and templates for 2015 to 2016 - Publications - GOV.UK](#)

[School census 2015 to 2016: guide for schools and LAs - Publications - GOV.UK](#)

- b) Students who are not eligible for funding because they withdrew during the “qualifying period” at the start of their programme will not be included in the retention measure. For programmes longer than 24 weeks the qualifying period is six weeks, for programmes that are 2 to 24 weeks the qualifying period is two weeks.
- c) All withdrawals from a programme will be treated in the same way in the retention measure methodology regardless of whether they are related to educational reasons or not. This aligns with the funding methodology.

Supporting measures

7.12. Alongside the headline retention measure there will be a number of supporting pieces of retention data published in the performance tables. These will be published as soon as data allows:

- a) The percentage of level 3 students returning in year 13: This will show the percentage of students who return to the same provider in year 13 to continue their level 3 programmes such as A levels. Any student who is retained to the end of a level 3 programme in year 12 will be included in this measure.
- b) Students who are retained but not assessed: This will show the percentage of students who are successfully retained to the end of their course but do not appear in the attainment measure. These are students who reach the end of their programme of study but are not assessed/do not enter for the final exam¹⁹. This allows monitoring of whether students are effectively completing their study rather than merely being enrolled at a provider for a certain period of time.
- c) Students transferring onto lower level courses: This will show the number of students who have transferred out of a substantive course of study in order to continue study at a lower level at the same provider. This will help to highlight cases where students are originally being enrolled on a programme that is not right for them.

¹⁹ For students on level 3 vocational programmes, only those qualifications approved for inclusion in the Performance Tables (<https://www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds>) will be included in the retention measure. Students whose main course of study is a vocational qualification not included in these lists will not be included in the headline or the supporting retention measures.

New allocation and retention

7.13 As detailed in section 2, from 2016 we will continue to report students when they reach the end of 16-18 study but will include outcomes against providers from their main course of study when the qualification is at least half (0.5) the size of an A level (180 guided learning hours).

7.14 Retention will be calculated separately for each provider reported in the performance tables reflecting the outcomes achieved with the provider. This may mean that a student is included against more than one provider.

Destinations

8.1. Successful schools and colleges support and prepare their students for future education, training and employment. Including destination information in performance tables broadens the information available to the public and gives schools and colleges the opportunity to demonstrate other aspects of their performance. Destination measures are currently published as experimental statistics but the aim is for this measure to be published in performance tables as a public accountability measure.

8.2. There are still high percentages of activity not captured in key stage 5²⁰ destination measures, partially due to limited employment and unemployment data from some local authorities. As improvements are made to the methodology of the measure, the data will be evaluated to establish whether the statistics meet the quality standards to be published as National Statistics and hence when it can be included as a headline measure in performance tables.

8.3. Once the data are deemed robust enough, the measure will show the overall figure of young people going into education, employment and training.

How the measure works

8.4. Destination measures show the percentage of key stage 5 students going to or remaining in an education and/or employment destination. The most recent data reports on students in the 2012/13 academic year and identifies their education and/or employment destinations in October to March of the 2013/14 academic year, see [Statistical First Release](#).

8.5. The destination measures cohort currently covers young people aged 16, 17 or 18 who were entered for A levels or other level 3 qualifications during the academic year. In the longer term it is our ambition that the cohort will be expanded to reflect the students included across other measures including those who enter qualifications at least half (0.5) the size of an A level (180 guided learning hours) and Technical Certificates.

8.6. To be included in the measure, young people have to be recorded in sustained participation in the 6 months from October to March after finishing their level 3 qualifications. This means participation in all of the first two terms of the academic year at one or more education destinations or for 5 of the 6 months in

²⁰ The term 'key stage 5' is used here to denote that the key stage 5 destination measures only capture the destinations of students who have taken A levels or other level 3 qualifications at this point in time.

employment/training. Young people with a combination of education and employment meeting the sustained participation criteria, will also be included in the measure.

8.7. We publish a range of supporting information on this measure. This includes further breakdowns of the data such as more detail on education destinations, for example school sixth form, FE college and higher education institutions, and characteristics data, such as special educational needs and gender.

Wider qualifications reform

English and maths

9.1. We are putting English and maths right at the heart of our education system. [Reformed GCSEs in English and maths](#) were introduced for first teaching in schools from September 2015. These new GCSEs are more stretching at the top, and more academically demanding than previous GCSEs in these subjects. New GCSEs in other subjects will be introduced into post-16 education in phases between 2016 and 2020. 16 to 19 study programmes - building on the Wolf Review's recommendations - ensure that students who do not get at least a C in English and maths GCSE by age 16 must keep on working towards those qualifications.

9.2. From September 2014, these requirements for English and maths became [a condition of 16 to 19 funding](#). With effect from August 2015, the funding condition changed so full-time 16 to 19 students with prior attainment of grade D in English and/or maths must take GCSE, rather than any other qualification in these subjects. These changes build on wider reforms under this government to put academic and vocational education on an equal footing. They will create a culture in which the majority of young people routinely leave further education with good GCSEs in English and maths.

A level reforms

9.3. We are reforming A levels to match the best education systems in the world and to keep pace with universities' and employers' demands. Evidence from higher education shows that undergraduates lack some of the skills essential for undergraduate learning and that modular A levels have contributed to this. A levels will become linear (exam at the end of two years), allowing more time for teaching and learning.

9.4. As the first new A levels become linear from 2015, the AS will be entirely decoupled from the A level, ending the routine, automatic external assessment of students at the end of year 12 that places unnecessary burdens on students and teachers. The new A levels have been designed to allow awarding organisations to develop stand-alone AS qualifications taught over one or two years that can be co-taught with the A level. It will continue to be possible for students to take an AS in some subjects before deciding which to continue onto A level. Schools and colleges should support their students to decide which qualification to take.

9.5. Ofqual have decided that existing or 'legacy' AS and A levels (this includes applied A levels) offered in subjects that are not being reformed for 2017 will be withdrawn from September 2017. This means that unreformed qualifications will be

assessed for the last time in summer 2018. The last cohort of students taking these qualifications will begin their studies in September 2016.

9.6. The last exam date for these legacy qualifications will be 2018 for students taking A levels, and 2017 for students taking legacy AS qualifications. There are two exceptions: AS and A levels in applied art and design; and AS and A levels in applied business. These will be entered for last time in 2017 and can only be offered by schools or colleges previously delivering them.

Reform of vocational qualifications

9.7. We have taken action to reform vocational qualifications to ensure that young people know which qualifications are valued by employers and promote progression. By only recognising high-value vocational qualifications in performance tables, these reforms are encouraging schools and colleges to offer vocational qualifications that genuinely support progression to skilled employment and/or higher education. To be included in performance tables, qualifications must demonstrate a tough set of characteristics, set out in [Technical Guidance for Awarding Organisations](#). An annual process identifies the qualifications approved for inclusion in performance tables.

There are three vocational options for 16-19 year olds:

- Applied General qualifications are rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. Taught from September 2014, they are for post-16 students wanting to continue their education through applied study. They fulfil entry requirements for a range of higher education courses, either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- Tech Levels are rigorous advanced (level 3) technical and professional qualifications, on a par with A levels and recognised by employers. Taught from September 2014, they equip students with specialist knowledge and skills, enabling entry to an Apprenticeship, other skilled employment or a technical degree. Backed by employers, they equip young people with the specialist knowledge they need for a job in occupations ranging from engineering, to computing, hospitality to accountancy. In some cases they provide a 'licence to practise' or exemption from professional exams. Tech Levels are one of the components of the [TechBacc measure](#), which recognises the highest level of technical training. For courses taught from September 2014 it measures the achievement of students taking advanced (level 3) programmes which include a Tech Level, level 3 maths and an Extended Project Qualification.

- Technical Certificates at level 2 provide students aged 16 to 19 with a route into a skilled trade or occupation, where employers recognise entry at this level (most construction trades, care work and hairdressing, for example). They will also provide access to Tech Levels. Taught from September 2015, they have public backing from employers, giving students confidence that the qualification they are taking is genuinely valued. Technical Certificates support entry to a wide range of trades and practical occupations from plumbing to brick-laying, or horticulture to professional cookery. Like Tech Levels, they offer students the chance to acquire the skills and expertise needed for the real economy – and provide a passport to a good job or a great apprenticeship.

9.8. The list of qualifications that will count in 2016 performance tables can be found in Annex E.

Independent and Special schools

Independent schools

10.1. Since independent providers are not funded by the EFA, and do not return student level information to the department, we are not able to calculate all the headline measures for independent schools. We will continue to use awarding organisation data to allocate results to providers, but on an annual basis.

10.2. For the attainment measure, level 3 value added and English and maths progress measures, information will be sourced from awarding organisations. This will allow us to calculate the headline measures for independent schools; however, we will be unable to apply any exemptions to the English and maths measure

10.3. The completion and attainment and retention measures will not be calculated for independent schools. This is because the Department does not have access to the relevant data.

10.4. Destination Measures for independent schools will not be included in performance tables due to limited student level information. They will, however, continue to be produced in the Statistical First Release.

Special schools

10.6. Students who need more specialised teaching and facilities may go to special schools. Special schools with sixth form students can currently choose to have their results included in the 16-18 performance tables; however this policy is under review. Some special schools will have no results published for their students because they do not take the qualifications reported in these tables.

Timescales for implementation

11.1. The proposed timeline covers the publication of experimental statistics and sharing of post-16 shadow data (see table). The aim is to fully test out the new methodologies and prepare the sector for full implementation of the 16-19 accountability reforms.

11.2. There are three types of data release described within the timetable:

- Experimental statistics - non-final methodology and data but published at school and college-level without restricted access to gather views from the wider sector.
- Shadow measures – non-final methodology shared with schools and colleges only. The methodology may not exactly replicate what is applied in the 2016 performance tables. The outputs are shared with providers to help them to prepare for the new measures. Access is restricted as they reflect performance before the measures are introduced.
- Final – Publicly available data on main performance tables. Some of the new measures will not be available in time for the traditional January publication date of 16-18 performance tables. Therefore the 2016 tables and all subsequent publications will be published later in the year, expected to be March. More information on the timing of the various releases of data will be published in the 2016 Statement of Intent.

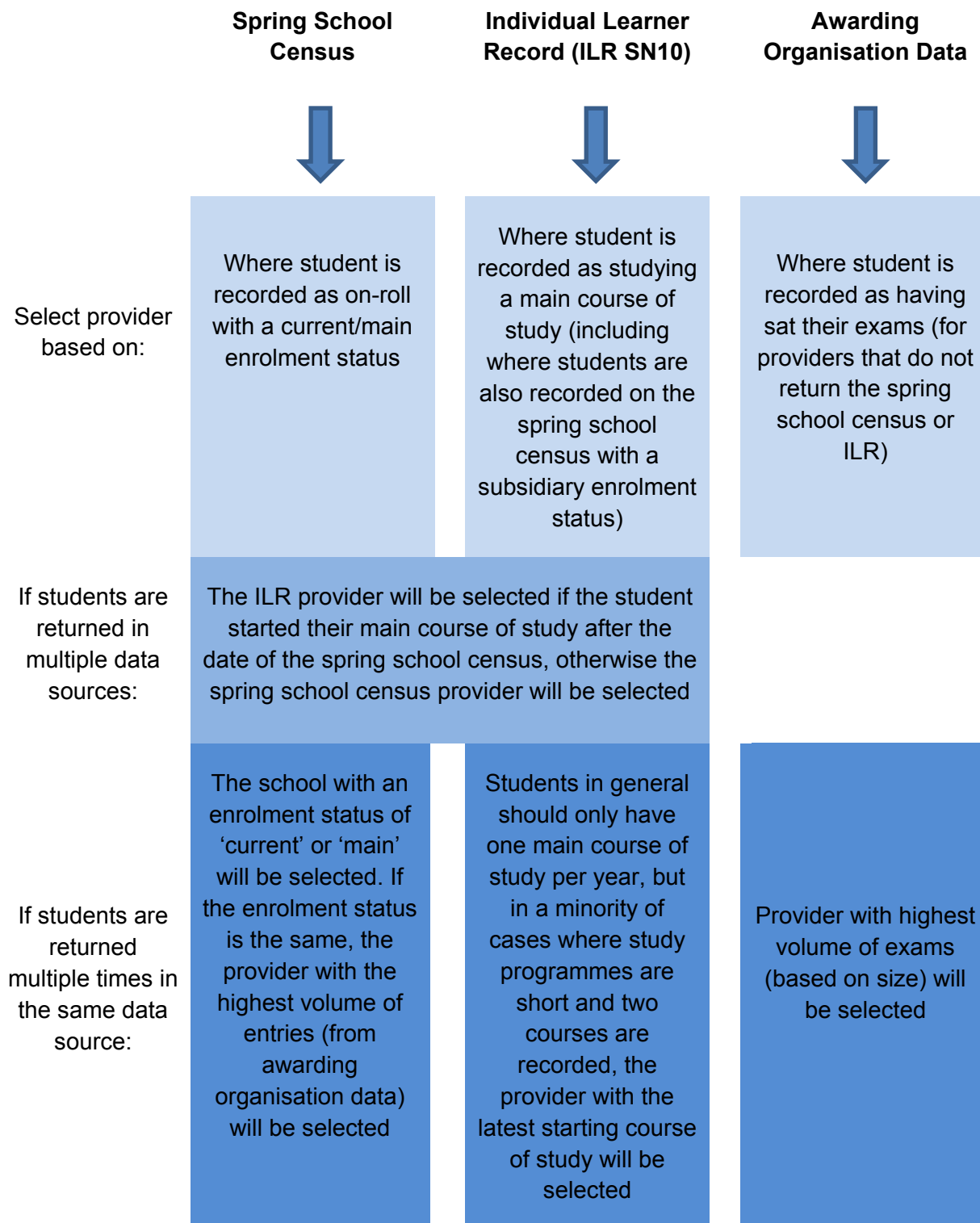
Results year	Data release	Access	Status	Allocation	Sharing or Publication date
2014 exam year (published 2015)	Average grade (academic and Applied General)	Schools/colleges only	Shadow	Current	Summer-15
	L3 progress (academic and Applied General)	Schools/colleges only	Shadow	Current	Summer-15
	English and maths attainment (level 1 and 2)	Published	Experimental	New	October 2015
2015 exam year (published 2016)	Average grade (academic and Applied General)	Schools/colleges only	Shadow	New	Summer-16
	L3 progress (academic and Applied General)	Schools/colleges only	Shadow	New	Summer-16
	English & maths progress	Schools/colleges only	Shadow	New	Summer-16
	Retention	Schools/colleges only	Shadow	New	Summer-16
	Completion and attainment (Tech Levels)	Schools/colleges only	Shadow	New	Summer-16
2016 exam year (published 2017)	Average grade (academic, Applied	Published	Final	New	2017

Results year	Data release	Access	Status	Allocation	Sharing or Publication date
2017)	General & Tech Levels)				
	L3 progress (academic and Applied General)	Published	Final	New	
	English & maths progress	Published	Final	New	
	Retention	Published	Final	New	
	Completion and attainment (Tech Levels)	Published	Final	New	
2017 exam year	Technical Certificate attainment (level 2 only)	Published	Final	New	2018

Annex A: Additional technical detail

A1: Detailed methodology for new allocation

In order to identify which provider to report a student against in each year, the following **three** data sources will be used:

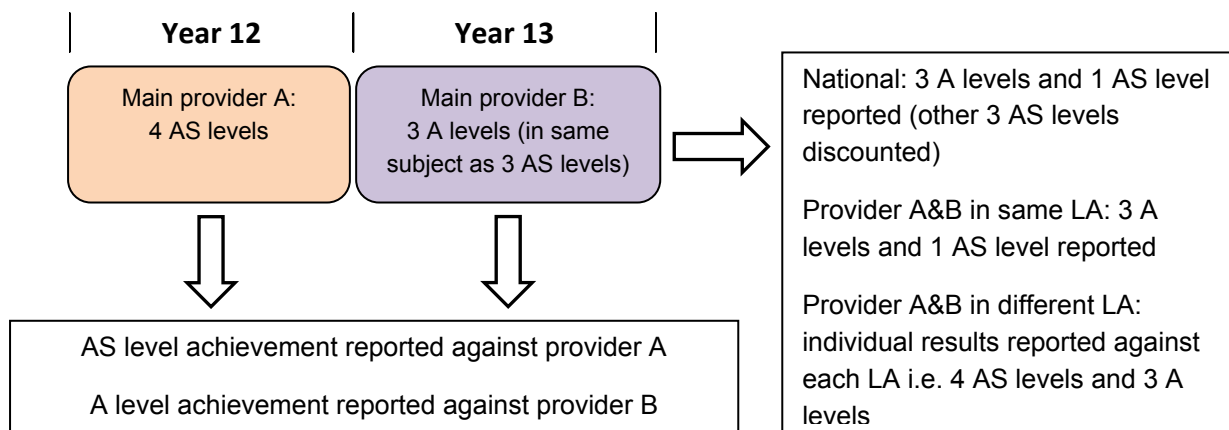


If the same provider is selected in all years of post-16 study then all the student's outcomes will be reported against this one provider. However, if different providers are

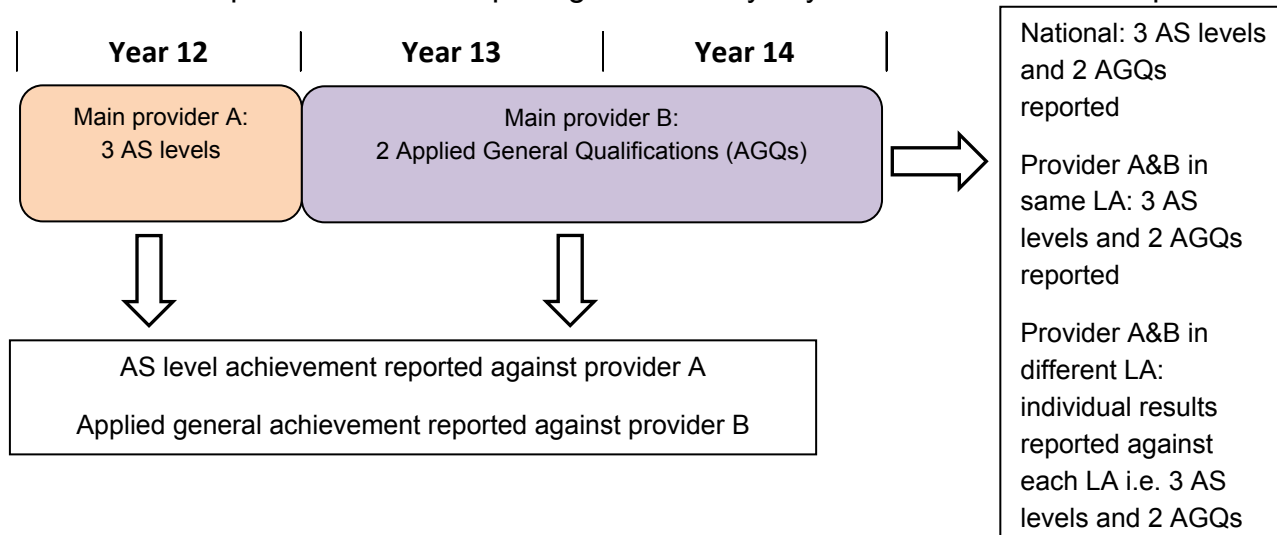
selected using the principles above, only the outcomes achieved in that year will be reported against the provider.

The following examples show how results would get reported against each provider, and at local authority (LA) and national level.

1. A student is taking an academic pathway but moves providers between AS and A levels. On completing 16-18 study in year 13 outcomes are reported:



2. A student starts on an academic pathway but moves to a vocational pathway and moves providers. On completing 16-18 study in year 14 outcomes are reported:



A2: Level 3 value added - illustrated example of level 3 value added calculation

This annex gives an illustrated example of how the new level 3 value added (L3VA) calculation works. This example shows an A level but the methodology is equivalent for both academic and Applied General qualifications.

A3: Calculating the national average grade for comparison

This is the first step of how the new L3VA calculation works. This section is important as it contains the main changes to the existing L3VA measure, i.e. the definition of a student's prior attainment and the methodology for calculating national average levels of progress.

Calculating average prior attainment at key stage 4

The starting point for the new L3VA calculation is to determine each student's key stage 4 prior attainment.

Different qualifications are taken into account when calculating L3VA scores for qualifications in the academic or applied general cohorts. As a subset of the academic cohort, the calculation for the A level cohort follows the same method as the academic cohort:

Academic qualification	Applied general qualification
<ul style="list-style-type: none">• If academic L3VA scores are being calculated, the average prior attainment will be based on students' full course GCSEs grade only.	<ul style="list-style-type: none">• If applied general L3VA scores are being calculated, the average prior attainment will be based on all students' level 2 qualifications.
<ul style="list-style-type: none">• For both categories, only level 2 qualifications achieved during key stage 4 will be included in the prior attainment calculation• Re-sits or additional level 2 qualifications gained during the 16-18 study phase will not be included• Qualifications in the same subjects will be discounted• Exact detail about which qualifications will be included for applied general prior attainment may change, subject to further analysis	

Calculating the national average grade

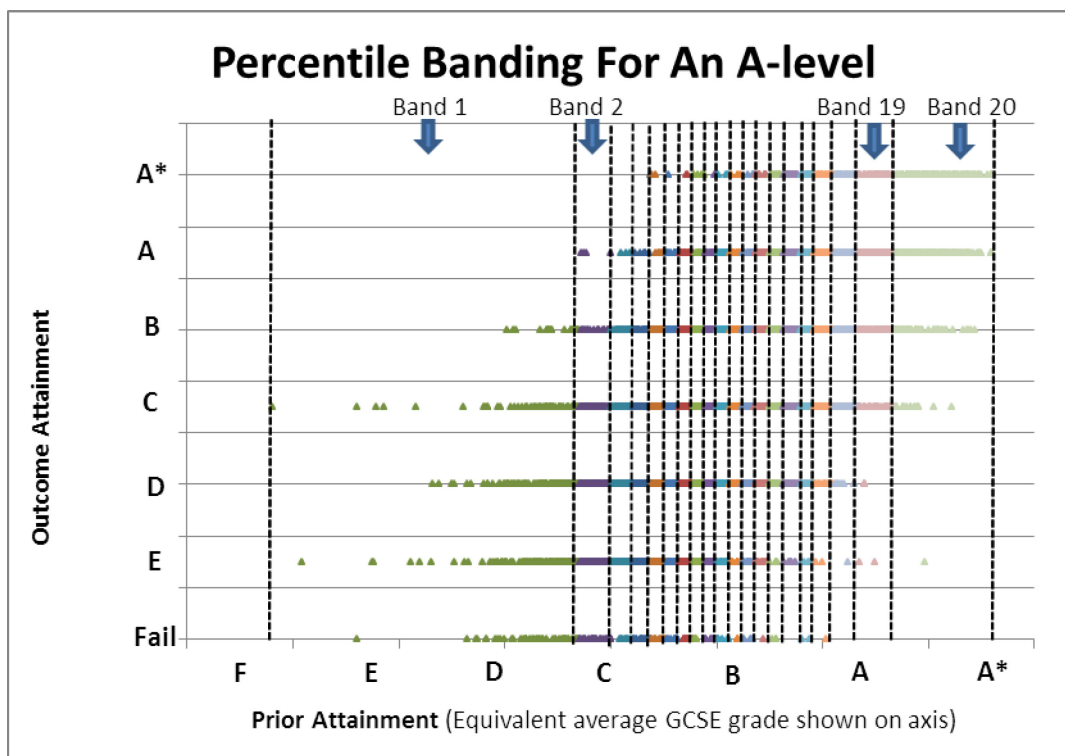
After determining each student's key stage 4 average prior attainment, the next step is to calculate the national average grade of every level 3 qualification type that will be included within the L3VA report for comparison.

At the start, data for a particular subject are taken – for example A level design and technology²¹.

²¹ This example shows an A level but the methodology is equivalent for both academic and Applied General qualifications.

For each student taking this subject, their average key stage 4 prior attainment and their A level grade are plotted on a chart and divided into 20 bands²² based on their prior attainment. Each band contains the same number of students.

The first band contains the 5 per cent of students with the lowest prior attainment. These mainly achieved C, D or E grades in their GCSEs. The 20th band contains the 5 per cent of students with the highest prior attainment. They mainly achieved A*, A or B grades in their GCSEs.

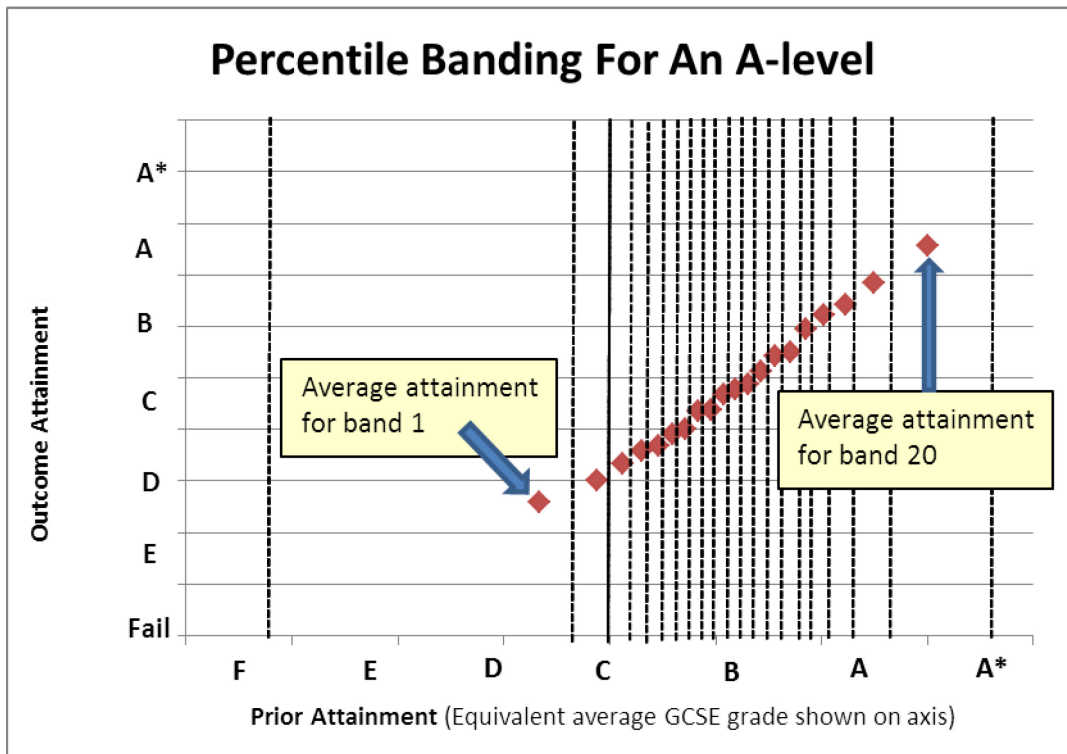


The average attainment for each of these 20 bands can then be calculated. As prior attainment increases, the 16-18 attainment will typically increase²³. This reflects that students who get better grades at key stage 4 typically do better at 16-18.

In the example below, for band 1, the students with the lowest attainment, the average A level grade in this subject is just below a D grade. For band 20, the students with the highest prior attainment, the average A level grade in this subject is around an A grade.

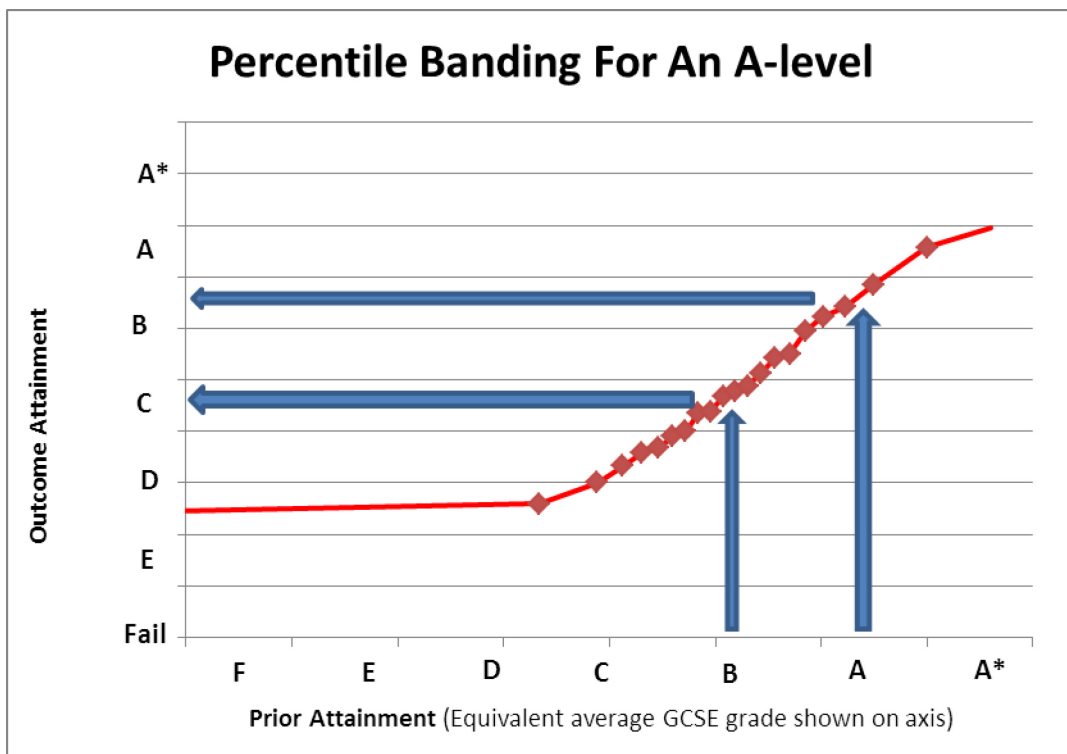
²² There are usually 20 bands. However, if the 20 bands model does not fit well for a qualification due to various reasons this is reduced to 10 bands, 5 bands or 1 band. 1 band is used where there is a poor relationship between prior attainment at key stage 4 and outcome in level 3 qualifications, for example where there are only a small number of students entering the qualification.

²³ Where the outcome attainment does not increase steadily with prior attainment, bands will be combined to create an average attainment based on a larger number of students. This will ensure a steadily increasing or level line. The methodology used is called “pool adjacent violators smoothing”.



These averages can then be “joined up” by drawing a straight line between the points to get a line of average attainment which shows that students with higher prior attainment typically get better grades. The line is also extrapolated beyond the lowest and highest points. The methodology to extrapolate the line is still being finalised.

For example, the figure below shows that students whose average prior attainment was equivalent to a B grade at GCSE on average attain a C grade at this A level.



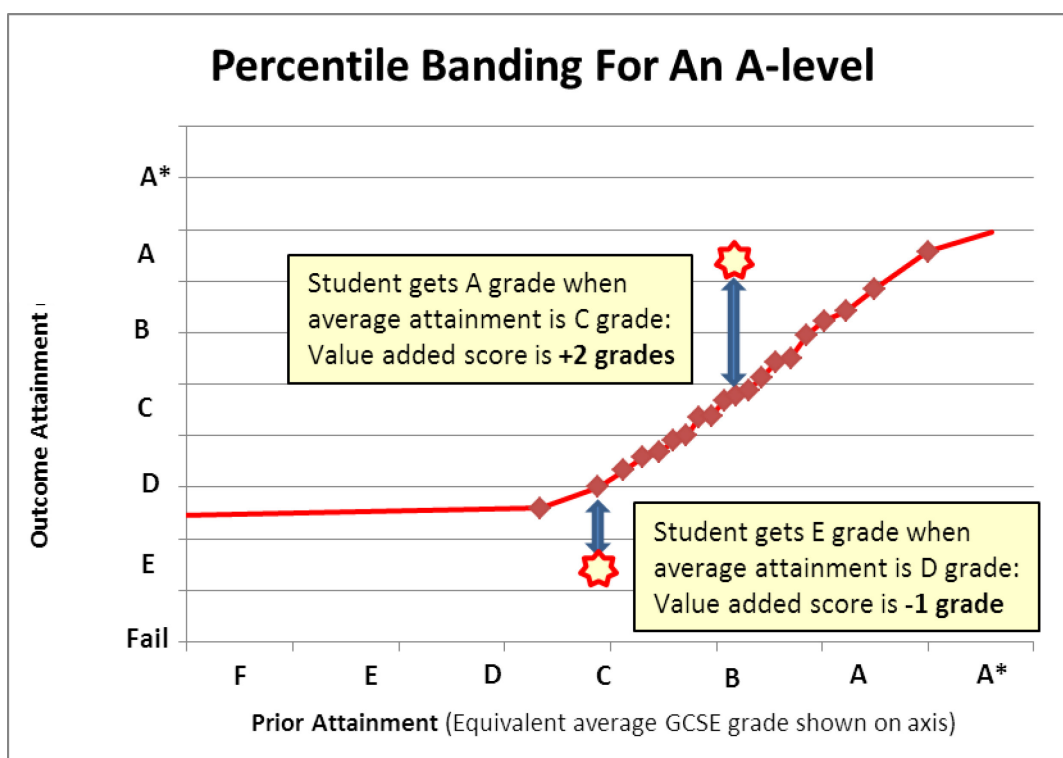
A4: Calculating value added scores

This is the second step of how the new L3VA calculation works. There are no changes in this section compared to the existing L3VA measure, details of which are available in the [Guide to Level 3 Value Added](#).

Calculating student value added scores for individual qualifications

The line of average attainment from previous section can then be used to calculate the VA scores. These are the difference between actual A level attainment and average A level attainment in that subject for students with the same key stage 4 prior attainment.

For example, if a student achieves an A grade when the average attainment for that subject was a C grade, the L3VA score is +2 grades. Where the difference between the average attainment and the actual attainment is a fraction of a grade, the L3VA score will be a decimal. L3VA scores are reported to 2 decimal points.



The percentile banding approach allows for the average attainment to be calculated in a way that closely aligns with the underlying data. This minimises any bias for certain groupings of prior attainment which can occur if a "line of best fit" is used.

School and college value added scores

School and college L3VA scores for individual qualifications (e.g. A level chemistry), qualification types (e.g. A Levels) and overall academic and applied general qualifications can also be calculated. This is explained in the following sections.

Calculating value added scores for individual qualifications

Once the student L3VA scores have been calculated for a particular qualification, the average of all the student L3VA scores in that qualification is calculated within the school or college.

The figure below shows an example of how a school or college L3VA score is calculated from five student L3VA scores in an individual qualification.

Example

Student 1 L3VA score	= +0.25
Student 2 L3VA score	= +0.35
Student 3 L3VA score	= +0.50
Student 4 L3VA score	= -0.60
Student 5 L3VA score	= -0.80
School or college L3VA score in the qualification (e.g. A level maths)	= $\frac{+0.25+0.35+0.50-0.60-0.80}{5}$
	= -0.06 A level grades

Calculating value added scores for qualification types

After the L3VA scores for each qualification have been determined, the qualification type L3VA scores for the school or college can be calculated by finding the sum of the L3VA scores for each qualification within the type, divided by the total number of students taking each individual qualification.

Example

A level history VA score	= +0.25
Number of students	= 50
A level economics VA score	= -0.70
Number of students	= 20
A level maths VA score	= +0.35
Number of students	= 100
A level VA score	= $\frac{(50*+0.25)+(20*-0.70)+(100*+0.35)}{50+20+100}$
	=+0.20 A level grades

Calculating academic and applied general qualifications value added score

Finally, using L3VA scores for all qualifications, school and college overall academic and applied general L3VA scores can be calculated.

Academic L3VA scores are the average of all academic qualification type L3VA scores. This calculation is weighted by the relative size of each qualification type. Applied General scores are calculated likewise.

Example

Below is the summary of all qualification type L3VA scores for an example school:

Qualification type	L3VA score	Number of students	Qualification type size
A level chemistry	+0.50	50	1.0
AS level maths	-0.15	100	0.5
BTEC level 3 subsidiary diploma business studies	+0.30	30	1.0
Level 3 Foundation Diploma in art and design	-0.10	60	2.0

So:

Academic L3VA scores	Applied General L3VA scores
<p>Total points = $(50 \times +0.50 \times 1) + (100 \times -0.15 \times 0.5)$ = 17.5</p> <p>Total sizes = $50 \times 1 + 100 \times 0.5$ = 100</p> <p>Total points/total sizes = L3VA scores = $17.5/100$ = +0.18 A level grades</p>	<p>Total points = $(30 \times +0.30 \times 1) + (60 \times -0.10 \times 2)$ = -3</p> <p>Total sizes = $30 \times 1 + 60 \times 2$ = 150</p> <p>Total points/total sizes = L3VA scores = $-3/150$ = -0.02 BTEC grades</p>

A5: An introduction to confidence intervals

This is the final step of how the new L3VA calculation works. There are no changes in this section compared to the old L3VA measure.

Purpose of confidence intervals

The L3VA measure is used to determine how effective a school or college is in helping their students make progress. However, the L3VA scores of a school or college are derived from a given set of students’ results for a particular test paper on a particular day. In addition, it is known that the school or college is not the only influence on students’ attainment. In fact there are many random factors which will make a considerable impact on students’ attainment, such as their home life or any private tuition they receive.

As such, confidence intervals are used to capture the uncertainty of the L3VA measure.

Understanding school and college confidence intervals

95% of the time, a school or college's true score will fall within the confidence interval.

A school or college's confidence interval is always centred on the school or college's L3VA score. For example, if a school or college's VA score is +1 and the size of their confidence interval is 0.5 grades, then the confidence interval ranges between +0.5 and +1.5 (i.e. half a grade either side of the L3VA score).

The size of the confidence interval is largely determined by the number of students in the school or college that completed the level 3 qualification. Schools and colleges with fewer students completing the qualification have wider confidence intervals because their L3VA score is based on a smaller number of students, and so there is less evidence on which to judge the school or college's effectiveness.

School and college confidence intervals can be interpreted to give one of three conclusions:

- a. A school or college is **significantly below** the national average;
- b. A school or college is **not significantly different** to the national average;
- c. A school or college is **significantly above** the national average.

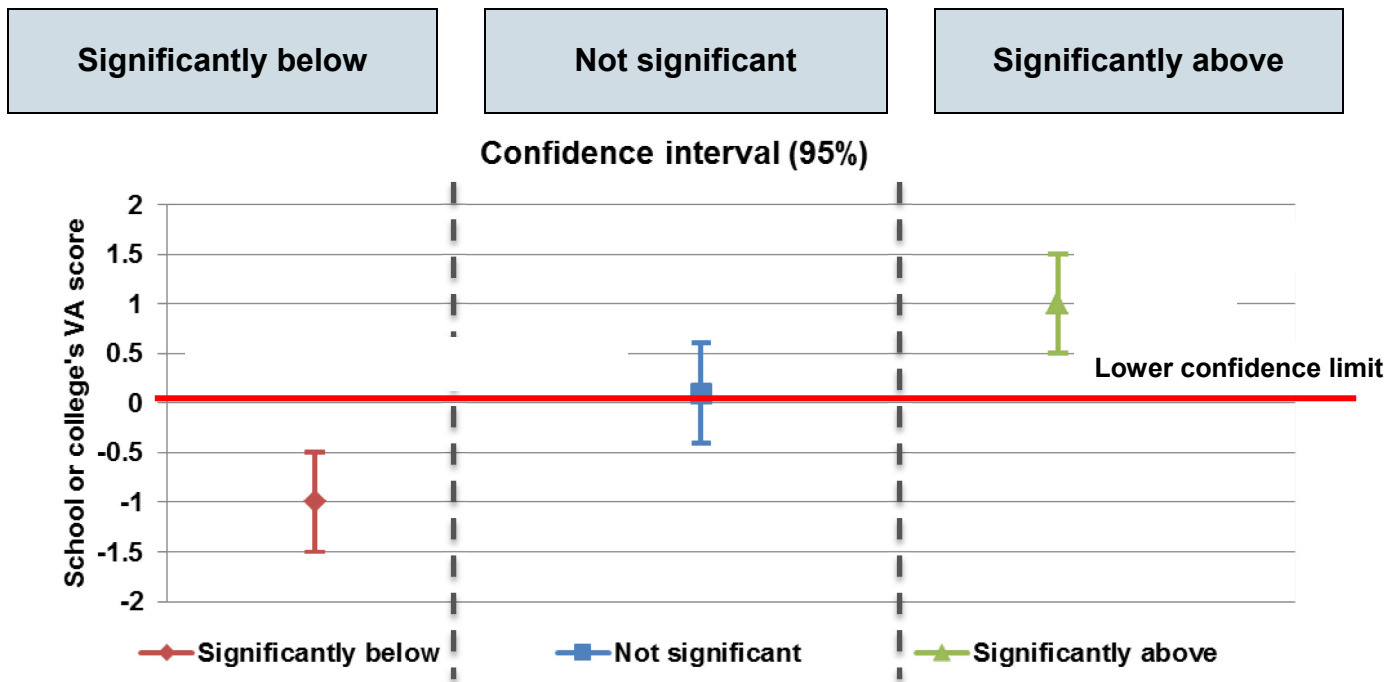
The national average L3VA score is 0.

The following section will explain confidence intervals in detail.

A6: Interpreting school and college value added scores and confidence intervals

The interpretation of school and college value added scores and confidence intervals have not changed compared to the current L3VA measure.

In general, the higher a school or college's L3VA score the more progress the students in the school or college are making. To judge a school or college's effectiveness, both the L3VA score and the associated confidence interval need to be taken into account. The following chart and table explain how to interpret school or college confidence intervals:



- L3VA score is below 0
- The entire range of the confidence interval is below 0 (i.e. the upper confidence limit is below 0)

↓

The school or college is below the national average and this is statistically significant.

- L3VA score is above, below or equal to 0
- The upper confidence limit is greater than or equal to 0 and the lower confidence interval is less than or equal to 0

↓

The school or college is not significantly different from the national average.

We cannot conclude that the school or college's L3VA score is definitely above or below 0.

- L3VA score is above 0
- The entire range of the confidence interval is above 0 (i.e. the lower confidence limit is above 0)

↓

The school or college is above the national average and this is statistically significant.

A7: Level 3 Value Added Outputs

The format and content of L3VA outputs has yet to be confirmed, but currently we anticipate that each school and college will receive L3VA data down to student level, and there will be a Ready Reckoner and Transition Matrices published.

A8: Destination measure - further detail on methodology

Data from the National Pupil Database (NPD)²⁴ are used to calculate the measure. The matching of the databases in compiling the NPD is undertaken at individual level using personal characteristics such as name, date of birth and postcode. The destinations are then derived from linking the data sources from the following year.

The [technical note](#) provides further detail on the methodology. Some of the key points of the methodology are also set out below.

There are three categories which cover students not included in the measure:

- Destination not sustained: This includes young people whose records show that for the majority of the 6 month period the student was participating in either an education or employment/training destination but did not have continuous participation October to March
- Destination not sustained/recorded 'not in education, employment or training' (NEET): This covers young people who were recorded as having education or employment/training participation in the year September to August, but did not have continuous participation from October to March, and had more than 2 months reported NEET in October to March. It also includes young people who have no activity recorded except for an indication of being NEET in the year.
- Activity not captured in the data: This includes young people who were not found in the source datasets. It includes students who registered at an institution but did not attend any learning activity.

Data on employment and NEET are currently taken from the National Client Caseload Information System (NCCIS) and cover young people for whom local authorities hold data. As data quality varies across authorities, the intention is to link HMRC and DWP data to the destination measures to obtain more robust employment and unemployment data. More will be known on this in 2016 and the technical note updated accordingly.

There can be duplicate students in the measure when students appear more than once in the cohort in the national pupil database (NPD), due to the matching process. These records are valid and will remain in the cohort for each school or college and therefore included in the measure. Although duplicates are included at school and college level,

²⁴ The national pupil database (NPD) contains detailed information about pupils in schools and colleges in England. The data includes:

- test and exam results, prior attainment and progression at different key stages for pupils in the state sector
- attainment data for students in non-maintained special schools, sixth-form and further education colleges
- information on pupils in independent schools, where available

The database also includes information about pupils' characteristics, such as:

- gender; ethnicity, first language, eligibility for free school meals, special educational needs (SEN) and pupil absence and exclusions

some are omitted at LA and National level so that these young people aren't counted twice in the overall figures. It is accepted that some duplicates will remain in the data.

When linking students across destinations, it can be seen that a number of young people appear in more than one destination simultaneously. Processes were put in place to eliminate as many of these double counts as possible but a small number remain in the measure. More details can be found in the [technical note](#).

Annex B: Level 2 English and maths

B1: Treatment of stepping stone qualifications

The Level 2 English and maths progress measure will be based on achievement of GCSEs and of selected stepping stone qualifications such as functional skills, free standing maths, English for speakers of other languages, and AQA use of mathematics. This annex shows how the GCSEs and stepping stone qualifications are used in the measure.

The measure uses a capped version of the “challenge points” from the performance points system. This gives the following mappings:

- a) a level 2 Functional Skill has 6 challenge points. These are capped at 4 points to be equivalent to a GCSE D grade and to retain the ability to suitably reward learners getting a C grade or above.
- b) a level 1 Functional Skill has 2.5 challenge points. This would be between a GCSE E and F grade. Other level 1 courses are capped at 2.5 points to align with the level 1 Functional Skill.

By applying equal capping to all the stepping stone qualifications this ensures they have equal value in the measure. This means that the choice of which stepping stone qualification is correct for a student should be based solely on the student’s needs. The stepping stone qualifications are typically smaller than GCSEs; we have not, however, factored size into this calculation as all the qualifications have sufficient breadth to meet the existing requirements of funding.

Points awarded (16-18 phase)	Grade achieved (16-18 phase)				
	GCSE	Functional skills	Free Standing Maths	ESOL	AQA Use of Maths
8	A*				
7	A				
6	B				
5	C				
4	D	L2	L2 (all grades)	L2 (all grades)	A*/A/B/C
3	E				
2.5		L1	L1 (A-C)	L1 (D/M)	D/E
2	F				F
1.7			L1 (D)		
1.5				L1 (pass)	
1	G				G
0.8			L1 (E)		
0.4		Entry Level	Entry Level	Entry Level	
0	Fail	Any fail	Any fail	Any fail	Fail

In addition a student may meet the condition of funding through approved Level 3 qualifications (Core maths at level 3, A or AS levels, the International Baccalaureate, OCR Maths for Engineering Level 3 certificate and OCR Cambridge Pre-U maths). The points awarded for approved Level 3 qualifications will be capped at 8 pts.

The measure will only look at the highest value outcome a student has attained. A student achieving a level 1 functional skill and a GCSE D grade will be assigned 4 points in the calculation – the value of the GCSE D grade.

B2: Unregulated IGCSEs in the English and maths measure

Unregulated IGCSEs are included in the list of qualifications through which a student's prior attainment is determined. They are treated as equivalent to a GCSE in that students holding an unregulated IGCSE A*-C by age 16 in maths and either English language or literature (good passes in *both* language and literature are not needed) are not required to study maths and/or English in the 16-18 phase, and are excluded from this measure.

Where a student's highest prior attainment is an unregulated IGCSE at grade D or below, they will have to study English and/or maths, and for the purposes of determining the baseline for this measure their unregulated IGCSE grade equates to the same GCSE grade.

However, unregulated IGCSEs are not approved for teaching post-16 as an equivalent to GCSEs under the condition of funding, and will not contribute to a student's calculated progress in the English and maths measure (outlined in section C3).

Annex C: Examples

C1: Example of how the Completion and Attainment measure works

Here is a simplified example of how the completion and attainment measure will work for an institution with 2 subjects and 9 students. First we calculate subject level attainment by adding together the point scores for each outcome. Students who withdraw before completing the qualification are treated as fails.

These subject level attainment scores are then compared with the national average to give a completion and attainment score for each subject.

In this example the institution has higher absolute attainment in plumbing than hairdressing, but worse relative attainment. This means there is no advantage from institutions entering students into subjects that are perceived to be easier.

These subject level relative attainment scores are then aggregated into overall completion and attainment scores for level 3 Tech Levels and Technical Certificates. For level 3 qualifications we convert from point scores to grades by dividing by 10.

	Entry	Outcome (Points)	Subject Level Attainment	Compare With National Average	Provider's Overall Score
Hairdressing (level 3)	Student A	Distinction (35)	Institution Average Point Score = 25 points (equal to a merit)	Hairdressing National Average = 24 points Difference = 25 – 24 = +1 point	Weighted Average (for each subject calculate the number of students multiplied by the points difference, find the total and then divide by the overall number of students)
	Student B	Merit (25)			
	Student C	Pass (15)			
	Student D	Distinction* (50)			
	Student E	Fail (0)			
Plumbing (Level 3)	Student F	Withdrawal (0)	Institution Average Point Score = 27.5 points (just above a merit)	Plumbing National Average = 29 points Difference = 27.5 - 29 = -1.5 points	= $\frac{(5 \times 1) + (4 \times -1.5)}{5 + 4}$ = -0.11 points A score of -0.11 points is equivalent to being - 0.01 grades below average.
	Student G	Distinction* (50)			
	Student H	Merit (25)			
	Student I	Distinction (35)			

C2: Retention – Examples of when students would count as retained

The following table gives examples of when students would count as retained (✓) or not retained (X) on the headline retention measure. For the purpose of this example the students are assumed to be doing a course over 1 or 2 full academic years and it is assumed that to complete their learning activities the student stays until their planned end date.

In line with the funding methodology a student can count as retained if they leave before their planned end date but have completed the learning activities leading to the learning aim. This would be flagged on the ILR or school census.

Core Aim	Point Of Leaving & Whether Student Counts As Retained				Notes
	Year 12		Year 13		
	Mid-year	End Of Year	Mid-year	End Of Year	
International Baccalaureate (IB)	→ X	→ X	→ X	→ ✓	Student enrolled on 2 year course. To count as retained they must make it to the end of the 2 years.
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
AS Levels	→ X	→ ✓			Student enrolled on 1 year course. To count as retained they must make it to the end of the year.
	→ X	→ ✓			
A Levels	→ X	→ X	→ X	→ ✓	Student enrolled on 2 year course. To count as retained they must make it to the end of the 2 years.
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
BTEC Subsidiary Diploma (6 units)	→ X	→ ✓			Student enrolled on 1 year course. To count as retained they must make it to the end of the year.
	→ X	→ ✓			
BTEC Extended Diploma (18 units)	→ X	→ X	→ X	→ ✓	Student enrolled on 2 year course. To count as retained they must make it to the end of the 2 years.
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
	→ X	→ X	→ X	→ ✓	
BTEC Subsidiary Diploma followed by BTEC Extended Diploma	→ X	→ ✓	→ X	→ ✓	A student takes a Sub. Diploma in Y12 and then decides to expand this to a Ext. Diploma in Y13. If they drop out during Y13 they count as not retained for their entire programme.
	→ X	→ ✓	→ X	→ ✓	
	→ X	→ ✓	→ X	→ ✓	

There are a number of cases where a qualification can be broken up into component parts, such as the BTEC Subsidiary & Extended Diploma example shown above. Where a student takes both, these will be treated as a single programme of study with the expectation that the student must complete the learning activities for all of this to be retained.

Guidance on how the new linear A levels should be recorded on the ILR and School Census in the 2015/16 academic year has been published (see paragraph 7.9).

C3: Level 2 English and maths example

Individual student progress

The following table shows possible levels of progression for level 2 English and maths qualifications from key stage 4 to 16-18. For example a student with a GCSE E grade makes 1 grade progress if they get a GCSE D grade and 2 grades progress if they get a GCSE C grade.

	Highest Grade Achieved Whilst At Institution								
	GCSE			Functional skills		Free Standing Maths		English for speakers of other languages (ESOL)	
Prior Attainment	grade E (3 points)	grade D (4 points)	grade C (5 points)	Level 1 (2.5 points)	Level 2 (4 points)	Level 1 (A-C) (2.5 points)	Level 2 (4 points)	Level 1 (Dis/M) (2.5 points)	Level 2 (4 points)
Student A GCSE grade D (4 points)	-1	0	1						
Student B GCSE grade E (3 points)	0	1	2	-0.5	1	-0.5	1	-0.5	1
Student C GCSE grade F (2 points)	1	2	3	0.5	2	0.5	2	0.5	2

As outlined in the conditions of funding those students who have attained a grade D GCSE in English and/or maths should retake the GCSE rather than a stepping stone qualification. This is why the stepping stone qualifications are blacked out in the table above.

However, an exception is where students have a grade D in English literature but whose English language attainment is lower. In that case the student is permitted to study a

stepping stone qualification, and their attainment in English language is used to establish their level of prior attainment.

Progress against national averages

Each student's individual progress will be compared against the national average progress made by students who have the same prior attainment in English or maths. This will set realistic benchmarks for students and aid providers in selecting the most appropriate pathway for students.

For the purpose of the example, national average progress for an F grade student (student C) is assumed to be 1.25 grades. Therefore making 2 grades progress from an F grade to a D grade gives a value added score of +0.75 (three-quarters of a grade more progress than the national average).

Highest Grade Achieved Whilst At Institution									
	GCSE			Functional skills		Free Standing Maths		ESOL	
Prior Attainment	grade E	grade D	grade C	Level 1	Level 2	Level 1 (A-C)	Level 2	Level 1 (Dis/M)	Level 2
GCSE grade F	1	2	3	0.5	2	0.5	2	0.5	2
Student C Value added	-0.25	+0.75	+1.75	-0.75	+0.75	-0.75	+0.75	-0.75	+0.75

This table illustrates that to match or exceed the national average, student C would need to be re-entered for GCSE and achieve a D or C grade, or to enter a level 2 qualification such as Functional Skills.

As progress is calculated over the course of the 16-18 study programme phase, student C could take a level 1 qualification as a stepping stone to the qualifications listed above.

For example, if student C was to take Functional Skills level 1 in year 12 and then Functional Skills level 2 in year 13, their progress for the 16-18 study programme phase would be 2 points, giving a value added score of +0.75, as the lower qualification (Level 1 Functional Skills) would be discounted once the higher qualification had been achieved.

For the purpose of this example, national average progress has been set as follows:

- KS4 GCSE grade D **+0.75**
- KS4 GCSE grade E **+1**
- KS4 GCSE grade F **+1.25**

Highest Grade Achieved Whilst At Institution									
	GCSE			Functional skills		Free Standing Maths		ESOL	
Prior GCSE Attainment	grade E	grade D	grade C	Level 1	Level 2	Level 1 (A-C)	Level 2	Level 1 (Dis/M)	Level 2
GCSE grade D	-1	0	1						
Student A Value added	-1.75	-0.75	+0.25						
GCSE grade E	0	1	2	-0.5	1	-0.5	1	-0.5	1
Student B Value added	-1	0	+1	-1.5	0	-1.5	0	-1.5	0
GCSE grade F	1	2	3	0.5	2	0.5	2	0.5	2
Student C Value added	-0.25	+0.75	+1.75	-0.75	+0.75	-0.75	+0.75	-0.75	+0.75

As the table above illustrates, for students who already have a D grade (student A), retaking GCSE and improving their GCSE grade will be the only way to gain a positive value added score. See Annex B for further explanation on the points awarded for stepping stone qualifications.

For student B, achieving a grade D at GCSE or an alternative level 2 qualification would give a value added score of 0 (matching the national average); to exceed the national average student B would need to achieve a C at GCSE.

Annex D: Performance point scores

D1: Fine grades

The following tables show average point score (APS) bands and fine grades for the new performance points system.

Average grade per A level or academic qualification

A level grade	A level point score	APS band	Fine grade ²⁵
(for comparison only)			
A*	60	58.34 – 60.00	A*
		55.00 – 58.33	A*-
A	50	51.67 – 54.99	A+
		48.34 – 51.66	A
		45.00 – 48.33	A-
B	40	41.67 – 44.99	B+
		38.34 – 41.66	B
		35.00 – 38.33	B-
C	30	31.67 – 34.99	C+
		28.34 – 31.66	C
		25.00 – 28.33	C-
D	20	21.67 – 24.99	D+
		18.34 – 21.66	D
		15.00 – 18.33	D-
E	10	11.67 – 14.99	E+
		8.34 – 11.66	E
		5.00 – 8.33	E-
U	0	Below 5.00	U

²⁵ Fine grades such as B-, B and B+ are assigned by evenly distributing the points around the point score i.e. 40 points for a grade B.

Average grade per vocational qualification

BTEC subsidiary diploma grade	BTEC subsidiary diploma points	APS band	Fine grade ²⁶
For comparison only			
Distinction*	50	46.67 – 50.00	Dist*
		41.67 – 46.66	Dist*-
Distinction	35	36.67 – 41.66	Dist+
		33.34 – 36.66	Dist
		30.00 – 33.33	Dist-
Merit	25	26.67 – 29.99	Merit+
		23.34 – 26.66	Merit
		20.00 – 23.33	Merit-
Pass	15	16.67 – 19.99	Pass+
		13.34 – 16.66	Pass
		10.00 – 13.33	Pass-
U	0	Below 10.00	U

D2: New performance point scores for level 3 qualifications

This section explains the new performance point scores for level 3 qualifications which will be used in the 2016 16-18 performance tables. These have been developed to allow level 3 qualifications of different sizes and grade structures to be compared, as well as to act as a good basis for calculation and statistical modelling in the new headline measures.

The new performance point scores will apply to all level 3 qualifications that are reported from 2016 onwards in the 16-18 performance tables. All providers of post-16 education included in the 16-18 performance tables will be affected by this new performance point score system.

D2.1 Benefits and formula of the new performance point scores

The section explains the benefits of the new performance point score system, and provides a formula to convert the old performance point scores to new performance point scores.

D2.1.1 Benefits of the new performance point scores and grade points

In the current L3VA measure, performance point scores are re-based for all level 3 qualifications – more detail can be found in the [Guide to Level 3 Value Added](#).

²⁶ Fine grades for the vocational grade bands are assigned by evenly distributing the points around the points/grades for the BTEC Subsidiary Diploma.

With the new performance point scores, re-basing is no longer required. The new system has obviated this by reducing the size of the gap between a fail and the first pass grade. In addition, the new system will create consistent ascending performance point scores (where possible) and reduce the overall size of point scores for easy understanding and comparison.

The smaller gap between a pass and a fail also means that fail grades will not have as large an effect on the average point score.

D2.1.2 Formula to calculate new performance point scores

The following formula is used to convert the current performance point scores to the new performance point scores:

$$\text{New perf. point score} = \frac{\text{Old perf. point score}}{3} - 40 * \text{A level size equivalence}$$

D2.2 New point scores for each qualification

The International Baccalaureate and components and the AQA Baccalaureate are covered in [section D2.3](#)

A level and applied A level; AS level, applied AS level and core maths:

Grade	AS level or core maths Size: 0.5		A level Size: 1	
	Current points	New points	Current points	New points
A*			300	60
A	135	25	270	50
B	120	20	240	40
C	105	15	210	30
D	90	10	180	20
E	75	5	150	10
Fail	0	0	0	0

Applied A level Double Award, AS level Double Award and combined A and AS level:

Grade	Double AS level Size: 1		Combined A and AS level Size: 1.5		Double A level Size: 2	
	Current points	New points	Current points	New points	Current points	New points
A*A*					600	120
A*A			435	85	570	110
AA	270	50	405	75	540	100
AB	255	45	382.5	67.5	510	90
BB	240	40	360	60	480	80
BC	225	35	337.5	52.5	450	70
CC	210	30	315	45	420	60
CD	195	25	292.5	37.5	390	50
DD	180	20	270	30	360	40
DE	165	15	247.5	22.5	330	30
EE	150	10	225	15	300	20
Fail	0	0	0	0	0	0

Extended Project (Diploma) and Principal Learning (Diploma):

Grade	Extended Project (Diploma) Size: 0.3		Principal Learning (Diploma) Size: 1.5	
	Current points	New points	Current points	New points
*	90	18	450	90
A	81	15	405	75
B	72	12	360	60
C	63	9	315	45
D	54	6	270	30
E	45	3	225	15
Fail	0	0	0	0

Advanced Extension Award:

Grade	Advanced Extension Award Size: 0	
	Current points	New points
D	27	9
M	23	7.7
Fail	0	0

Pre-U:

Grade	Short Course subject Size: 0.5		Principal subject Size: 1	
	Current points	New points	Current points	New points
D1	150	30	300	60
D2	141.25	27.08	282.5	54.17
D3	132.5	24.17	265	48.33
M1	123.75	21.25	247.5	42.5
M2	115	18.33	230	36.67
M3	105	15	210	30
P1	95	11.67	190	23.33
P2	85	8.33	170	16.67
P3	75	5	150	10
Fail	0	0	0	0

Free standing Maths Qual level 3:

Grade	Free standing Maths Size: 0.17	
	Current points	New points
A	45	8.2
B	40	6.53
C	35	4.87
D	30	3.2
E	25	1.53
Fail	0	0

Pass/Fail structure:

Grade	Size	Current points	New points
P	0.5	105	15
	0.75	157.5	22.5
	1	210	30
	1.25	262.5	37.5
	1.5	315	45
	1.75	367.5	52.5
	2	420	60
	2.25	472.5	67.5
	2.5	525	75
	2.75	577.5	82.5
	3	630	90
	3.25	682.5	97.5
	3.5	735	105
Fail		0	0

Pass/Merit/Distinction/Distinction* structure (size 0.5 to 1.25):

Grade	Size: 0.5		Size: 0.75		Size: 1		Size: 1.25	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points
D*	135	25	202.5	37.5	270	50	337.5	62.5
D	112.5	17.5	168.75	26.25	225	35	281.25	43.75
M	97.5	12.5	146.25	18.75	195	25	243.75	31.25
P	82.5	7.5	123.75	11.25	165	15	206.25	18.75
Fail	0	0	0	0	0	0	0	0

Pass/Merit/Distinction/Distinction* structure (size 1.5 to 3):

Grade	Size: 1.5		Size: 1.75		Size: 2		Size: 3	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points
D*	405	75	472.5	87.5	540	100	810	150
D	337.5	52.5	393.75	61.25	450	70	675	105
M	292.5	37.5	341.25	43.75	390	50	585	75
P	247.5	22.5	288.75	26.25	330	30	495	45
Fail	0	0	0	0	0	0	0	0

Pass Pass to Distinction* Distinction* structure:

Grade	Size: 1.5		Size: 1.75		Size: 2		Size: 2.25		Size: 2.75	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points	Current points	New points
D*D*	405	75	472.5	87.5	540	100	607.5	112.5	742.5	137.5
D*D	371.25	63.75	433.13	74.38	495	85	556.88	95.63	680.63	116.88
DD	337.5	52.5	393.75	61.25	450	70	506.25	78.75	618.75	96.25
DM	315	45	367.5	52.5	420	60	472.5	67.5	577.5	82.5
MM	292.5	37.5	341.25	43.75	390	50	438.75	56.25	536.25	68.75
MP	270	30	315	35	360	40	405	45	495	55
PP	247.5	22.5	288.75	26.25	330	30	371.25	33.75	453.75	41.25
Fail	0	0	0	0	0	0	0	0	0	0

Pass Pass Pass to Distinction* Distinction* Distinction* structure:

Grade	Size: 2.75		Size: 3		Size: 3.25	
	Current points	New points	Current points	New points	Current points	New points
D*D*D*	742.5	137.5	810	150	877.5	162.5
D*D*D	701.25	123.75	765	135	828.75	146.25
D*DD	660	110	720	120	780	130
DDD	618.75	96.25	675	105	731.25	113.75
DDM	591.25	87.08	645	95	698.75	102.92
DMM	563.75	77.92	615	85	666.25	92.08
MMM	536.25	68.75	585	75	633.75	81.25
MMP	508.75	59.58	555	65	601.25	70.42
MPP	481.25	50.42	525	55	568.75	59.58
PPP	453.75	41.25	495	45	536.25	48.75
Fail	0	0	0	0	0	0

Pass/Merit/Distinction structure (size 0.5 to 1.25):

Grade	Size: 0.5		Size: 0.75		Size: 1		Size: 1.25	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points
D	135	25	202.5	37.5	270	50	337.5	62.5
M (or C)	112.5	17.5	168.75	26.25	225	35	281.25	43.75
P	82.5	7.5	123.75	11.25	165	15	206.25	18.75
Fail	0	0	0	0	0	0	0	0

Pass/Merit/Distinction structure (size 1.5 to 2.25):

Grade	Size: 1.5		Size: 1.75		Size: 2		Size: 2.25	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points
D	405	75	472.5	87.5	540	100	607.5	112.5
M	337.5	52.5	393.75	61.25	450	70	506.25	78.75
P	247.5	22.5	288.75	26.25	330	30	371.25	33.73
Fail	0	0	0	0	0	0	0	0

Pass/Merit/Distinction structure (size 2.5 to 3):

Grade	Size: 2.5		Size: 2.75		Size: 3	
	Current points	New points	Current points	New points	Current points	New points
D	675	125	742.5	137.5	810	150
M	562.5	87.5	618.75	96.25	675	105
P	412.5	37.5	453.75	41.25	495	45
Fail	0	0	0	0	0	0

Pass/Merit structure:

Grade	Size: 0.5		Size: 0.75	
	Current points	New points	Current points	New points
M	120	20	180	30
P	97.5	12.5	146.25	18.75
Fail	0	0	0	0

A*/A/B/C/D structure:

Grade	Size: 0.5		Size: 0.75		Size: 1.5		Size: 1.75		Size: 3	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points	Current points	New points
A*	135	25	202.5	37.5	405	75	525	105	810	150
A	120	20	180	30	360	60	472.5	87.5	720	120
B	105	15	157.5	22.5	315	45	420	70	630	90
C	90	10	135	15	270	30	367.5	52.5	540	60
D	75	5	112.5	7.5	225	15	315	35	450	30
Fail	0	0	0	0	0	0	0	0	0	0

A*/A/B/C/D/E structure vocational qualifications:

Grade	Size: 0.5		Size: 0.75		Size: 1		Size: 3	
	Current points	New points	Current points	New points	Current points	New points	Current points	New points
A*	135	25	225	45	270	50	810	150
A	123	21	202.5	37.5	246	42	738	126
B	111	17	180	30	222	34	666	102
C	99	13	157.5	22.5	198	26	594	78
D	87	9	135	15	174	18	522	54
E	75	5	112.5	7.5	150	10	450	30
Fail	0	0	0	0	0	0	0	0

Note that we are reviewing the point's structure for vocational qualifications.

D2.3 Exceptions

This section explains 2 exceptions for level 3 qualifications. They are the AQA Baccalaureate and the International Baccalaureate (IB) Diploma Programme:

- The AQA Baccalaureate will not count in the performance tables from 2016
- The new performance point scores for the IB Diploma do not follow the formula given above

3.2.1 AQA baccalaureate

In the current performance tables, the points given for the AQA Baccalaureate are given for enrichment activities as performance points are allocated to the qualifications which make up the diploma. From 2016, enrichment activities will not receive performance points as these are not examined, so the diploma itself will no longer count, while the qualifications which make up the diploma will continue to earn points in their own right.

3.2.2 International baccalaureate

The table below shows the points for the International Baccalaureate Diploma Programme, following a review of the size and challenge of this qualification and its components.

Grade	International Baccalaureate Diploma Programme Size: 5	
	Current points	New points
Grade 45	1518	300
Grade 44	1485	290.5
Grade 43	1452	281
Grade 42	1419	271.5
Grade 41	1386	262
Grade 40	1353	252.5
Grade 39	1320	243
Grade 38	1287	233.5
Grade 37	1254	224
Grade 36	1221	214.5
Grade 35	1188	205
Grade 34	1155	195.5
Grade 33	1122	186
Grade 32	1089	176.5
Grade 31	1056	167
Grade 30	1023	157.5
Grade 29	990	148
Grade 28	957	138.5
Grade 27	924	129
Grade 26	891	119.5
Grade 25	858	110
Grade 24	825	100.5
Fail	0	0

IBO standard and higher components:

Grade	Standard level component Size: 0.5		Higher level component Size: 1	
	Current points	New points	Current points	New points
7	135	25	270	60
6	112.5	20	225	48
5	97.5	15	195	36
4	82.5	10	165	24
3	0	5	0	12
2	0	0	0	0
1	0	0	0	0
Fail	0	0	0	0

IBO core components:

Grade	Reflective project Size: 0.2		Extended essay Size: 0.2		Theory of knowledge Size: 0.3	
	Current points	New points	Current points	New points	Current points	New points
A	54	10	54	8	81	12
B	48	8	48	6	72	9
C	42	6	42	4	63	6
D	36	4	36	2	54	3
E	30	2	30	0	45	0
Fail	0	0	0	0	0	0

3.2.3 Treatment of IBCP and IBDP in performance measures

The International Baccalaureate Career-related Programme (IBCP) is not regulated as an overall qualification. Each diploma component is treated as an academic qualification with points as shown in the table above for standard and higher level components. Of the four core career programme components only one (Reflective Project) is accredited for inclusion in performance tables – see the table above for the performance points this qualification will attract. For the career-related qualification its inclusion in performance tables will depend on whether it appears in the future on either one of the applied general or tech level qualification lists.

The International Baccalaureate Diploma Programme (IBDP) will be treated in the same way as currently, and so as one qualification if the Diploma is achieved, but where it is not points are worked out based on the individual components achieved, using the size of the overall Diploma to calculate average points per entry. Points for standard and higher level components and for the extended essay and theory of knowledge, as well as for the Diploma as a whole, are shown in the tables in [section 3.2.2](#).

Annex E: Qualifications included in 2016 performance tables

A level

The following qualifications are recognised in the A level category:

- GCE A level
- Applied GCE A level / AS level combined
- GCE AS level
- Applied GCE AS level Double Award
- Applied GCE Single Award
- Applied GCE AS level
- Applied GCE Double Award

Academic

The A level category is a sub-set of the academic category. Therefore, the qualifications listed above will also be reported as academic qualifications. The following qualifications are recognised in the academic category:

- Extended Project (Diploma)
- GCE A level
- Applied GCE A level / AS level combined
- Pre-U Principal Subject
- Pre-U Short Course Subject
- Pre U Diploma
- GCE AS level
- Applied GCE AS level Double Award
- International Baccalaureate Diploma (IB)
- Advanced Extension Award
- Free standing Maths Qual level 3 (FSMQ)
- Applied GCE Single Award
- Applied GCE AS level

- Applied GCE Double Award
- IBO Diploma Programme Core
- IBO Standard level component
- IBO Higher level component
- Core maths

Applied General and Tech Level

From 2016 only high value level 3 vocational qualifications which meet pre-defined characteristics, will be recognised in the 16-18 performance tables. The list of vocational qualifications that will count in the 2016 performance tables can be found here:

[Vocational qualifications for 14- to 19-year-olds - Publications - GOV.UK](#). Only those qualifications on the list of Applied General qualifications are recognised in the Applied General category, and only those qualifications on the list of Tech Levels are recognised in the Tech Level category.



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