

# Methodology note: the risk assessment of good and outstanding further education and skills providers

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This methodology note sets out the risk assessment process that Ofsted uses to inform the timings of inspections for further education and skills providers.

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## Introduction

We use a statistical methodology to assess the risk of good and outstanding providers declining since their last inspection. This methodological note explains the factors used within these statistical models and the risk assessment process as a whole.

## The risk assessment process

The risk assessment process consists of three elements:

- models that use attainment and progress data to predict inspection outcomes
- risk flags that highlight concerns
- reviews by Senior Her Majesty's Inspectors (SHMI) in the region, and/or national leads for the relevant remit. These reviews are typically carried out on a termly basis; however, they may take place at any time, as and when regional intelligence comes to light.

## Data used in models

The measures that we include in our risk assessment models can vary from year to year. The models are dependent on the current performance measures produced by the Department for Education (including the Education and Skills Funding Agency) and the Funding Agencies Shared Services Team (FASST), and on whether a measure is statistically significant when modelled for a particular year.

Modelling is carried out by taking the previous year's inspection outcomes and, retrospectively, predicting these in a statistical model. Validation of the models occurs when the retrospective predictions match the actual inspection outcomes.

We have models for each further education and skills provider type. The measures used within the current models are:

### Attainment data

- education and training (E&T) achievement rates
- apprenticeship (APP) achievement rates.

### Progress data

- value added scores.

### Other data

- previous inspection grade.

## Risk flags

Some risk factors do not lend themselves to inclusion within a statistical model, but are known to be indicators of potential risk. These indicators are incorporated into the risk assessment process in the form of flags. These flags can lead to reviews of provider risk by SHMI within the region.

The current risk flags for further education and skills providers are:

- a concern triggered by a sufficient number of negative Learner View or Employer View (see <https://learnerview.ofsted.gov.uk>, and <https://employerview.ofsted.gov.uk>) responses, if verified as legitimate
- funding agency concerns.

Apart from the performance measures and flags highlighted above, we use a broad range of other indicators in selecting providers for inspection. These include, where available and relevant:

- a provider's previous inspection record
- self-assessment reports
- destination data
- change of leader(s)
- information provided or concerns raised by a funding body, employers, or learners
- the views of learners, parents and carers, and employers gathered through online questionnaires
- relevant local intelligence, such as labour market information.

Indicators may also include any information on significant changes to the type of provision and the number of learners. Relevant information received at any point in the year can be applied on the selection of providers, which is regularly reviewed.

## How does risk assessment feed into the selection of good and outstanding providers for inspection?

Risk assessment is used in prioritising short and full inspections for good further education and skills providers, and to identify any outstanding providers (including exempt colleges) of concern.

For further information on how the risk assessment process informs the timings of inspections, please refer to the common inspection framework: [www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015).



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