

successforall

Implementing New Measures of Success



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education and skills
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Contents

	Paragraph numbers
Introduction	1
Context and vision	9
The measures	
Qualification success rates	18
Work based learning	20
Further education	26
School sixth forms	27
Value added and distance travelled for 16–19 year olds	30
Distance travelled for adults	34
RARPA in non-accredited provision	40
Responsiveness to employers	41
Learner satisfaction	52
Learner destinations	58
Value for money	64
Staff measures	74
Piloting arrangements	78
Qualification success rates	80
Value added, distance travelled and RARPA	83
Responsiveness to employers	89
Staff development resources	90
Evaluation	97
Qualification success rate	98
Value added and distance travelled	99
RARPA	101
Other measures	102
Provider Quality Gateway	103
Further information	107
Annex A: Implementing New Measures of Success: planned timetable	

Implementing New Measures of Success

Introduction

1

The New Measures of Success programme is part of the Government's *Success for All* strategy. It also contributes to the Government's Skills Strategy, outlined in the white papers: *21st Century Skills: realising our potential* (June 2003) and *Skills: getting on in business, getting on at work* (March 2005), the *14-19 Education and Skills* white paper (February 2005) and the LSC's agenda for change.

2

The general aim of the programme is to measure the success of learners and the performance of education and training providers more accurately and fairly. This will help to demonstrate the sector's existing strengths and identify areas for improvement.

3

The specific aims of the new measures programme are to:

- provide fair, valid and fit for purpose measures for the whole of the learning and skills sector
- produce measures which will be used consistently by the LSC, the inspectorates and the Department for Education and Skills (DfES)
- put teaching and learning at the heart of measures of success
- provide greater decision-making opportunities for providers
- avoid bureaucratic and administrative burdens on providers.

4

In 2003/04, the Learning and Skills Council (LSC), the DfES and the inspectorates – the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) – carried out a joint consultation to develop 'new measures of success' for the learning and skills sector.

5

All the proposed new measures were broadly supported by those who responded to the consultation and feedback received has been reflected in the work programme and priorities.

6

The consultation identified eight measures for development and implementation. These are:

- Qualification success rates
- Value added and distance travelled (VA and DT)
- Recognising and recording progress and achievement (RARPA) in non-accredited learning
- Responsiveness to employers
- Learner satisfaction
- Learner destinations
- Value for money
- Staff measures.

7

The new measures have been developed in partnership between the LSC, the inspectorates and the DfES, in consultation with providers and their representative organisations.

8

This report describes the progress made to date towards the implementation of the measures and outlines the proposed arrangements for piloting, staff development and evaluation. An outline timetable for implementing the new measures of success can be found in Annex A.

Context and vision

9

Success for All is focused on expanding choice, moving decision-making to the frontline, providing flexibility and incentives for success, and securing high standards and accountability. The *Success for All* vision is of a learning and skills sector which offers:

- 14–19 learners – greater choice and higher standards, with clear academic and vocational progressions routes to higher education and employment
- adult learners – increased access to excellent provision for basic skills, training for work and learning for personal development
- employers – a more productive engagement between employers and a transformed and responsive network of further education (FE) colleges and other providers committed to meeting regional and sub-regional skill needs.

10

The DfES' *Five Year Strategy for Children and Learners* (July 2004) sets out the vision and key goals to which *Success for All* contributes and which drive the future of the programme. It takes the strategies for 14–19 learning, skills and *Success for All* to the next stage of reform to create a demand-led system with learners and employers at the heart of education and training services.

11

Five key principles of reform underpin this drive for a step change in education and training:

- **greater personalisation and choice**, with the wishes and needs of children's services, parents and learners centre-stage
- **opening up services** to new and different providers and ways of delivering services
- **freedom and independence** for frontline governors, principals, head teachers, and heads of service, with clear simple accountabilities and more secure and streamlined funding arrangements
- **a major commitment to staff development**, with high quality support and training to improve assessment, care and teaching
- **partnerships** with parents, employers, volunteers and voluntary organisations to maximise the life chances of children, young people and adults.

12

The new measures programme puts these principles into practice in a number of different ways:

- The new measures put the achievement and progression of learners at their heart, by focusing on qualification success rates, value added and distance travelled, learner satisfaction and learner destinations. The measures have been designed to enable learners and their supporters to make informed choices about learning.
- The opening up of services will be underpinned by new measures which are fair, valid and fit for purpose. The measures can be used to make robust comparisons and judgements of performance. They can be applied consistently across different providers and types of provision, by the inspectorates, the new Quality Improvement agency (QIA), the LSC and DfES.
- Governors, managers, teachers and trainers will be empowered to govern, manage and teach through a more common sense system of accountability which also drives improvements.
- The arrangements for agreeing professional qualifications targets in three-year development plans will be extended, encouraging a commitment to support, train and develop all staff. The extension of a teacher qualification target to work based learning along similar lines to that in FE is identified in the Apprenticeships Programme Delivery Plan.
- The measures are being developed in partnership with a wide variety of stakeholders. An extensive programme of staff development activities and resources is being developed in consultation with providers, the inspectorates and other stakeholders.

13

The new measures will also minimise additional bureaucracy by relying on existing data collections wherever possible, by providing common measures for use by providers, the inspectorates, the QIA, the LSC and the DfES. They will be embedded in existing and new processes such as the Common Inspection Framework, the proposed common centre recognition and qualification approval process for centres wishing to offer awards within the new Framework for Achievement (FfA) and in the LSC's Business Cycle.

14

It is intended that, over time, the eight new measures will be used as a 'basket' of measures which will enable providers to present a more rounded and contextualised picture of their performance to those making judgements about the quality of provision offered in the sector. This will enable learner focused measures, such as learner satisfaction and destinations, to be put alongside measures which are focused at the institutional level, such as value for money.

15

Some of the measures are clearly linked. For work based learning providers, for example, changes to the methodology for calculating success rates will impact directly on the data produced by the distance travelled measure, while the wider application of the RARPA process standards will provide a tool for supporting progress and driving up individual learners' achievements. Some of the measures may also incorporate data from other strands of the work. It has been proposed that, for example, VA and DT data be used as one indicator in the calculation of value for money.

16

Staff development materials being developed will highlight these links and the potential benefits of using the measures as part of a coherent strategy for accelerating quality improvement in the sector.

17

The aim of the Government's Skills Strategy that employers have the right skills to support the success of their businesses, and that individuals have the skills they need to be both employable and personally fulfilled, is supported in particular by the new measures for responsiveness to employers.

The measures

Qualification success rates

18

A key priority is to align the methods used to calculate success rates in further education (FE), school sixth forms and in work based learning (WBL). The different methods currently in use make it impossible to make a fair or realistic comparison of these types of learning provision. The new measures of qualification success will give a more accurate picture of learner success across the post-16 sector, while at the same time recognising providers' unique characteristics.

19

The first stage of development has been to align the qualification success rate methodologies used for the FE and WBL sectors. The implications for WBL and FE are described below.

Work based learning

20

The harmonisation process has the following underlying principles:

- WBL success measures:
 - should be fair and comparable to other sets of measures and methodologies currently used to evaluate FE provision
 - need to take due account of the different nature of WBL provision while emphasising the similarity of the learning process
 - need to take account of current practice where actual learner completion dates are often well after the planned timeframe as recorded on the Individualised Learner Record.

21

As a consequence, it has been decided that there should be:

- two measures of WBL success rate, one based on achievement at any time, the second indicating achievement within a planned time frame (comparable with the FE methodology)
- a six week 'period of grace' at the start of WBL programmes.

22

Two WBL success rate measures will be reported to deal with historical practices relating to the recording of planned end dates. It is expected that the figures reported by these measures will converge as planned end dates more closely reflect the aims of learners. The two measures are:

- overall success rate – the proportion of learners who achieve the full framework, with NVQ only achievement as a second order measure
- timely success rate – the proportion of learners who achieve by their expected end date (or within a specified period after it).

23

These methods will count all learning aims and will not re-introduce the concept of time-bound learning aims, as there is no restraint on choice of expected end date.

24

The introduction of a period of grace for WBL aims for equivalence of impact with FE. There will be associated changes to funding policy in relation to the period of grace in 2006/07 as part of the LSC's agenda for change.

25

The success rate measures will initially report on full framework achievement, with NVQ only achievement as a second order measure. They will report on achievement of subsidiary aims, such as technical certificates and Key Skills when a suitable time series of data is available. Further consideration of the reporting and presentation of qualification success rates in WBL will be undertaken during 2005/06.

Further education

26

A number of additional analyses have been developed to aid the interpretation and assessment of provider

performance. These analyses identify and minimise the impact of three issues on overall success rates and are outlined in Table 1.

School sixth forms

27

A feasibility study looking at the possible extension of success rates to post-16 provision in schools has been undertaken. This study has shown that new ways of calculating success rates can be extended to schools, but that there are some key issues that need to be resolved before this can happen.

28

There are two steps to achieving harmonised success rates:

- the information has to be collected from schools, which is not the case at present
- the information has to be collected on the same basis from different types of provider.

Table 1: New analyses of success rate data

Issue	New analysis	Rationale
Very high success rates are associated with extremely short courses (less than five weeks duration)	Short qualifications will be sub-divided to show success rates for learning aims of less than five weeks duration	Analysis shows that while short courses (less than 24 weeks) have a success rate significantly higher than long courses, the success rates of courses of five weeks or less are even higher. Such very short courses account for nearly half of all short courses, and so heavily influence short course success rates.
Institutions have very different curriculum offers	New comparative data at institution level based on curriculum-adjusted techniques will be introduced	Curriculum-adjusted benchmarks will provide useful, additional information that will assist providers and other stakeholders to recognise the level of performance being delivered and will assist in driving forward quality improvement initiatives.
The proportion learners from disadvantaged or deprived areas varies widely between institutions	New analyses are under development	The link between success rates and the disadvantage or deprivation of the area the learner comes from is significantly weaker than in previous years. Work is ongoing to find a more suitable method to deal with this weaker relationship.

29

To achieve the first step we are considering collecting the information in the School Census (which from 2006 replaces the Pupil Level Annual School Census). To achieve the second step, we need to ensure that the same data definitions are used throughout. We would do this by extending the 'Common Basic Data Set' to include much more data about qualifications, including in particular GCSE and post-16 qualifications. It is intended that this should begin in 2007. Our aim in both these areas is to minimise the administrative burden on schools.

Value added and distance travelled for 16–19 year olds

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The outputs of VA and DT for 16–19 learners show the progress of individual learners based on their prior attainment and compare this to national results. VA covers Level 3 graded qualifications such as A levels and GNVQs, while DT applies to Levels 1 and 2 and un-graded qualifications at Level 3.

31

The measures are intended for:

- providers, to help them assess and improve their performance by providing information on learners' progress at institutional, area of learning, qualification and subject levels
- the LSC, to help it plan and discuss providers' three-year development plans
- the QIA, to support its strategic and more detailed quality improvement roles
- the inspectorates, to inform their initial ideas on learners' achievements and then to support their judgements about learners' progress at institutional, area of learning, qualification and subject levels
- the DfES, to become part of the accountability framework, for example, by including an institutional VA measure in the School and College Achievement Tables (SCAAT) and School Profile.

32

The LSC has developed prototype software, the Learner Achievement Tracker (LAT), to enable providers to use the outputs for VA and DT for 16–19 learners for the purposes of reflection and improvement. The prototype has been piloted and tested by providers and key stakeholders.

33

In summer 2005, outputs from the LAT based on data from 2003/04 will be distributed to providers and local LSCs along with staff development materials to help raise awareness and understanding of the measures in the sector. The LAT software containing data from 2004/05 will be available to the sector for piloting in November 2005.

Distance travelled for adults

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Any framework for measuring adult DT needs to be flexible enough to reflect the wide variety of prior attainment of adult learners. In 2004, the LSC undertook a feasibility study for a statistical measure of DT, which could be applied to learners over 19 years old. The findings suggested that a robust statistical model could not be developed for adult learners using data from existing sources and that an alternative approach was necessary.

35

The National Institute of Adult Continuing Education (NIACE) and the Learning and Skills Development Agency (LSDA) have recently produced an evaluation of the RARPA pilot in non-accredited provision. The evaluation revealed that:

- the approach is widely accepted as a model of effective practice in teaching and learning
- it can be applied across all types of learning and for all learners
- it can make a significant contribution to enhancing existing quality assurance arrangements within institutions, without creating additional bureaucracy.

36

The partners are now proposing to extend the RARPA process standards, piloted in non-accredited learning, to accredited provision. The standards can also be applied to provision for younger learners, which is outside the scope of the VA and DT for 16–19 learners' measures, including those on entry level qualifications. This project will be known as the Recognising and Recording Progress and Achievement Extension project (REX).

37

The REX project will be taken forward in two strands. The LSC is exploring, with QCA and the inspectorates, the possibility of incorporating the RARPA process standards into the proposed common centre recognition and qualification approval process for centres wishing to offer awards within the new Framework for Achievement (FfA). At the same time,

a model for using the RARPA process standards to stimulate quality improvement for adult learners will be developed in consultation with the sector.

38

Work on the REX model is at an early stage. Some of the work will be dependent on the timescales to be determined for the FfA. However, we aim to pilot, test and evaluate the approach within the post-16 sector so that the measure can be rolled out in September 2006.

39

Work is currently underway on developing examples of effective practice in applying the RARPA approach to provision for learners with learning difficulties and/or disabilities. The project covers learners on both accredited and non-accredited provision. It is proposed that RARPA standards are applied to Entry to Employment (E2E). Evidence from both these projects will provide early feedback on the most effective method of widening the scope of RARPA.

RARPA in non-accredited provision

40

RARPA is proceeding well and to plan. The progress paper consultation has closed and an analysis of responses has been undertaken. The response to consultation showed full support for this approach to quality assurance of learning. The results and response can be found on the LSC website (www.lsc.gov.uk).

41

Providers have given a commitment to apply RARPA to non-accredited provision in their three-year development plans and to include all learning, accredited and non-accredited, in self-assessment reports.

42

Providers will be able to access a number of types of support, including:

- RARPA Champions, who have been recruited to help promote and explain the RARPA Approach
- NIACE regional development officers, who will work with local LSCs and networks to help support the wider application of RARPA
- an Effective Practice Web Resource (EPWR), which is being developed for July 2005; a preview of the EPWR for the RARPA Champions is planned for summer in Coventry.

43

Further research activities are being undertaken to support and develop RARPA and to provide additional materials and examples through the website. A particular focus will be on:

- learning from providers that have been applying RARPA since the start of the project, including providers that have been applying the RARPA approach for over three years
- investigations of quality assurance arrangements to support RARPA in sub-contracted learning with a range of partners typically from the voluntary and community sector.

Responsiveness to employers

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Measures are being developed that will demonstrate how effectively providers are developing priority provision to meet the skills needs of employers and learners in their local area.

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There is a need to measure responsiveness to employers for a number of reasons:

- Research shows that many adults do have neither basic skills nor a first full Level 2, which is the Government's 'benchmark for employability' and the stepping stone to first full Level 3 qualification.
- Many young people leave full-time education without a first full Level 3 qualification and without the wider skills employers demand.
- There is a need to develop workforce skills to first full Level 3 and above to enable business to increase productivity and competitiveness.
- Many industries have identified significant and widening skills gaps resulting from growth, innovation and replacement demand.
- Employer Training Pilots are demonstrating the need to enhance direct training services to employer to meet workforce development needs through flexible and sustainable delivery.

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The aim right across the learning and skills sector is to make learning to meet skills needs truly demand-led, by securing a 'culture of engagement' with employers at different levels and through their different roles as:

- customers of services for training and developing the skills of their workforce, and for innovation and business advice
- local leaders in developing and enhancing education and training that match skills needs and in supporting work experience
- strategic partners in the development of teachers and trainers, and of the infrastructure and delivery of training.

47

It is intended that the new measures of responsiveness to employers will enable providers to reflect on their progress in securing learner achievement of first full Level 2 and 3 and compare their performance with national benchmarks.

48

The new measures of responsiveness to employers will ensure that providers, the LSC and the inspectorates have a clear understanding of the contribution and response expected from providers to improve and further develop provision to meet local needs and priorities. The measures will inform the processes of provider self-assessment, LSC annual review, and inspection.

49

The focus on priority provision, in the context of local needs will enable providers and the LSC to agree actions relevant to local employers and learners.

50

The measures need to help develop this culture of engagement and should be considered within the context of the wider vision set out in the Skills Strategy, local needs and priorities, and the provider's mission.

51

We intend to complete the initial development work for the new measures of responsiveness to employers by the end of summer 2005.

Learner satisfaction

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The National Learner Satisfaction Survey (NLSS) was first undertaken in 2001/02. The aim of the survey is to establish national benchmarks and to provide information on the sector's strengths, areas for improvement and, over time, trends in learner satisfaction.

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The information collected by NLSS will be used for:

- benchmarking

- quality improvement
- providing information to learners and their supporters.

54

The document: *National Learner Satisfaction Survey: Guidance on the core methodology and core questionnaire* (April 2005) will help providers adopt the national survey methodology in surveys of their own learners.

55

Further development of the survey is being undertaken to refine the methodology and make it more easily usable by providers. Current work will inform the next NLSS. It is envisaged that the survey will be refined further, following evaluation of changes implemented in 2006.

56

Four areas of further research have been identified:

- identifying how partners, providers and learners can make most effective use of the learner satisfaction data and methodology
- ensuring equality and diversity issues are addressed in the collection and analysis of information, for example by capturing the views of learners who have English as their second language
- ensuring providers are making the most effective use of learner feedback to support their self-assessment.
- identifying good practice in gathering and using learner satisfaction data to improve quality.

57

A research tools website (<http://researchtools.lsc.gov.uk>) is currently under development to help providers use the NLSS results for benchmarking purposes. The website will be piloted during May and June 2005 and will be launched, along with three sector reports in summer 2005. The website will enable users to:

- select questions and analyse responses against specific variables
- input their own results against the core questions of the survey. These can then be benchmarked in graphical format against the national results.

Learner destinations

58

Improved learner destinations data will help key partners understand the impact of different learning routes on individuals' employability, career paths and rates of promotion. The information will also help learners make informed decisions about the learning route, which will help them to achieve their careers.

59

In 2003, the LSC undertook a feasibility study on the collection of labour market and destination outcome information for learners leaving LSC-funded learning. The study assessed existing practice in the sector and explored a range of approaches to gathering learner destination data. It rejected a national census of all learners because of prohibitive costs and advised against requiring providers to collect their own data. It concluded, that a twin-track approach could be adopted with:

- local initiatives to improve destination tracking at local level, co-ordinated between providers and local LSCs
- a national sample survey of priority groups of learners.

60

Consideration of how best to take forward these recommendations is now taking place between the key partners and other stakeholders, including Connexions and Jobcentre Plus. A priority is to establish what data is required for each partner and how it will be used for a range of purposes, including accountability, policy development, planning and funding and supporting quality improvement.

61

Two projects have been commissioned to examine all existing longitudinal research and sources of administrative data. These projects will also make recommendations about how the relevant stakeholders can more effectively share data. One project will look specifically at the data held by Connexions partnerships and will propose ways to improve the sharing of data for 16–19 year olds between Connexions, the LSC, the inspectorates and providers.

62

A third feasibility project will evaluate current destinations tracking practice by providers and local LSCs. This evidence will be used to develop an effective practice guide aimed at supporting local initiatives, by proposing principles for collecting and utilising learner destinations data for quality improvement purposes.

63

Further feasibility work will continue throughout 2005/06 and any structured sampling and proposals for local tracking will be piloted in 2006/07, with a view to implementation in 2007/08.

Value for money

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New value for money measures are being developed that are robust, fair and take account of the true value of post-16 learning provision, rather than being focused merely on cost reduction. The aim is to promote transparency and dialogue on the subject of value for money and provide some benchmarking data.

65

The measures will take account of economy (the price at which inputs are obtained for services or products), efficiency (using the most appropriate processes and approach to deliver these products or services) and effectiveness (the degree to which the end product matches the objectives set). They will need to reflect different types of providers, and be clear and easily understandable.

66

The new measures will create a framework that allows consistent judgements on value for money to be made and will minimise the administrative burden on local LSCs and providers by using data that is already available.

67

For providers, the new measures will be a valuable tool for comparison, helping to show whether they are delivering better value for money year-on-year, and how well they are performing relative to similar providers operating in similar environments. Once differences in value for money have been identified, the reasons behind them can be explored, leading to improvements in performance.

68

For the LSC, the measures will provide an agreed basis for comparing the performance of different providers. They can be used by local LSCs in planning, making funding allocations, and in identifying areas for improvement.

69

At local and regional level, key measures are likely to include performance against LSC performance plans and performance against challenging three-year development plan targets for improvement.

70

At provider level, value for money indicators are likely to include various measures based on providers' individual performance plans, drawn together in a scorecard format.

71

No single value for money measure can meet the needs of all the stakeholders in the post-16 sector. The agreed approach must be flexible enough to cater for the varying needs of these stakeholders and to fit as far as is possible with their existing planning arrangements.

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In the coming months local LSCs and learning providers will have the opportunity to contribute to the development of the new measures, through testing and consultation.

73

The new measures will be further developed and tested in 2005/06, with the first priority being the development of a value for money measure for the network of 400 or so general FE and sixth form colleges. It is anticipated that the value for money measure will be piloted in all FE colleges from September 2006 onwards. Work on the extension of the measure to other providers will take place after September 2006.

Staff measures

74

Theme 3 of *Success for All* sets out a target for the college sector that 'by 2010 we aim to have a fully qualified workforce with an interim target of 90% of full-time and 60% of part-time college teachers to be qualified to teach by 2006.' We are using the LSC's annual data collection to monitor progress towards this target. Figures to July 2004 show that 78 per cent of full-time and 58 per cent of part-time teachers are qualified or enrolled on appropriate courses.

75

We are also considering a target for principals of FE colleges that by 2007, all newly appointed college principals should be appropriately qualified. We will consult the sector about such qualifications during autumn 2005.

76

As the number of qualified teachers in colleges grows, we plan to consult on how we can increase qualification levels within other parts of the learning and skills sector, such as work based learning, and for staff other than teachers.

77

The Workforce Development Strategy for the learning and skills sector brings together actions to build a reliable and up-to-date picture of the workforce, to recruit and retain the best people, and to offer them relevant, timely and sustained training and development. We shall publish a summary of the strategy later in 2005.

Piloting arrangements

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Each of the new measures will be piloted prior to its full deployment. This will enable feedback from stakeholders to be considered and for refinements to staff development materials and user interfaces to be made where necessary.

79

Four of the new measures (qualification success rates, value added and distance travelled for 16–19 learners and responsiveness to employers) will be piloted from 2005/06. Most of the other measures will be launched in 2006/07. Piloting activity will be supported by extensive staff development resources.

Qualification success rate

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The new qualification success rate measures will be published and used by the LSC, DfES, Ofsted and ALI during 2005/06. Figures based on the current methodology will also be made available to enable comparison and maintain trend data. Evaluation will be undertaken to identify areas that may need refinement.

81

During 2005/06:

- ALI intends to make the success rate data available to their inspectors, using it as its primary source from autumn 2006
- Ofsted intends to use the short course breakdown and look at how the curriculum adjusted figures could be adopted
- the LSC will be adopting the measures from autumn 2005, phasing them into three-year development plans and other areas in 2006/07.

82

Success rate based targets and plans that are measured in 2005/06 are likely to be measured against the current success rate calculation.

Value added, distance travelled and RARPA

83

Since September 2004 the LSC has consulted with over 130 providers from across the sector on:

- how outputs from VA and DT for 16–19 learners should be presented in the LAT software in order to be fit for the purpose of stimulating reflection and improvement activity
- the content of staff development, guidance and support materials for the value added and distance travelled measures for 16–19 learners, qualification success rate and RARPA
- communication of these measures.

84

The feedback gathered from providers has informed the development of the LAT, staff development resources and the New Measures of Success communication strategy.

85

The inspectorates and the DfES will be piloting the use of VA and DT for 16–19 learners for accountability between autumn 2005 and autumn 2007.

During this period:

- the DfES will pilot the use of VA for 16–19 learners in the School and College Achievement and Attainment Tables, using a sample of schools and colleges.
- the inspectorates will pilot the use of the measures to assess their effectiveness in informing judgements and pre-inspection hypotheses and will review how providers intend to make use of the measures in self-assessment/evaluation.

86

The LSC will be piloting VA and DT for 16–19 learners and the LAT between autumn 2005 and summer 2006. During this year the LSC will pilot the use of the LAT for reflection and improvement purposes and the inclusion of the measures in discussions of three-year development plans. The LSC will use the VA and DT for 16–19 year olds for planning and target setting from autumn 2006.

87

From November 2005, all LSC-funded providers and the inspectorates will be able to access the pilot LAT software. This will contain VA and DT data for 16–19 learners completing in 2004/05. The LSC will continue to collect feedback from providers during the pilot period to ensure that the LAT software released in autumn 2006 is fit for purpose.

88

RARPA for non-accredited provision was piloted in 2004/05 and will be implemented from September 2005. The extension of the RARPA Approach to adult accredited learning will be piloted from January 2006.

Responsiveness to employers

89

Assuming that no significant changes are needed to management information systems, the aim is to pilot the implementation of the measures of responsiveness to employers during the 2006/07 Business Cycle as part of the provider three-year development planning/annual review process.

Staff development resources

90

Materials and activities to support the piloting and implementation of all the new measures will be aimed at governors, managers, teachers and trainers across the learning and skills sector. The partners will ensure that these resources form a co-ordinated and coherent staff development package. The roll out of these staff development resources will be co-ordinated with the timetable for the relevant measures.

91

To support piloting from September 2005, a pack of written materials will be distributed to LSC-funded providers and local LSCs from June 2005. This will be supported by a programme of workshops that will run through the pilot year. The pack will include information on:

- the qualification success rate measure
- the LAT outputs
- RARPA and its extension to accredited learning.

92

In addition, information on the qualification success rate measures will be disseminated through Ofsted, ALI and the Association of Learning Providers (ALP), highlighting the coherent use of the new measures across the post-16 sector.

93

Staff development materials supporting the LAT will be issued with the set of LAT outputs in June 2005. They focus on what the outputs indicate about the institution's performance and how they might be used to drive quality improvement strategies.

The development of the written materials will continue during the pilot period, to incorporate feedback from stakeholders.

94

The pack will also include materials to introduce providers to the RARPA process standards and to outline plans for extending RARPA (the REX project). This information is intended to enhance awareness of the approach prior to piloting and implementation. Resources developed to assist the application of RARPA to non-accredited provision will be available on the LSC website.

95

Staff development 'skeleton' modules for RARPA in non-accredited learning are being prepared and will be available through the RARPA EPWR. They are based on providers' proven experience in supporting professional development, both for new staff as part of induction training and for existing staff whose needs are somewhat different.

96

Other staff development materials will be made available as other measures are deployed.

Evaluation

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An evaluation of the new measures programme as a whole will be undertaken to determine how well it is meeting its aims and objectives and the degree of coherence across the partners. The individual new measures will be evaluated to ensure that each is fair, valid and fit for purpose.

Qualification success rates

98

The qualification success rate will be evaluated during the pilot year to determine the extent to which it is:

- making the WBL and FE sectors more comparable
- being adopted by providers and sector bodies
- allowing better interrogation of success rate data.

Value added and distance travelled

99

The four partners will each evaluate their VA and DT piloting activities:

- The DfES will pilot the inclusion of post-16 VA data in the School and College Achievement Tables (SCAAT). The pilot will test the systems required for the calculation of VA for SCAAT and explore the implications of the VA methodology for institutional accountability in the tables – both aspects will be evaluated before Ministers take final decisions on the roll out of VA in the post-16 tables.
- The LSC will evaluate the LAT in terms of its impact on quality improvement, the level of uptake and the use of the software within the sector.
- Ofsted will include the value added and distance travelled measures for 16–19 learners as a supplement to school and college performance reports and will evaluate the robustness of these and other new measures for application to inspection.
- The ALI will include distance travelled and the two new success measures for 16–19 learners, in provider performance reports. These will be sent to all WBL providers (including colleges) that are notified of imminent inspection. Data on ACL and Jobcentre Plus provision will also be provided where appropriate. During the pilot phase (including the introduction of RARPA) the robustness of the new measures and their application to inspection, will be evaluated.

100

In addition, an overall evaluation of the piloting of VA and DT for 16–19 learners will be undertaken to ensure that the measures are fit for purpose prior to implementation.

RARPA

101

Review and evaluation of RARPA in non-accredited learning will take place 2006/07, when learning providers' self-assessment reports and outcomes from the LSC annual reviews are available.

Other measures

102

101 Piloting and evaluation of the other measures will be built in to the arrangements for their implementation.

Provider Quality Gateway

103

The LSC will be hosting a web portal, the Provider Quality Gateway, which will begin to operate in summer 2005. The Gateway will be a 'collect once, use many times' resource aimed at reducing the information demands placed on providers by official bodies and so minimising bureaucracy.

104

In the first instance, inspectorate college performance reports and provider self-assessment reports will be uploaded to the Gateway. These will then be accessible to the inspectorates, the LSC and providers. In addition, providers, beginning with colleges, will be able to upload their self-assessment reports onto the Gateway. It is intended that the portal will be extended across the sector, including to WBL and ACL providers.

105

Over time, we intend to upload other information, including new measures of success. Value added and distance travelled data for 16–19 learners and the Learner and Achievement software for its analysis are likely to be the first measures to be delivered through the Gateway.

106

Although at an early stage, it is envisaged that the Gateway will develop into a major information exchange system. It should help providers in developing their self-assessment reports and in other actions contributing to quality improvement.

Further information

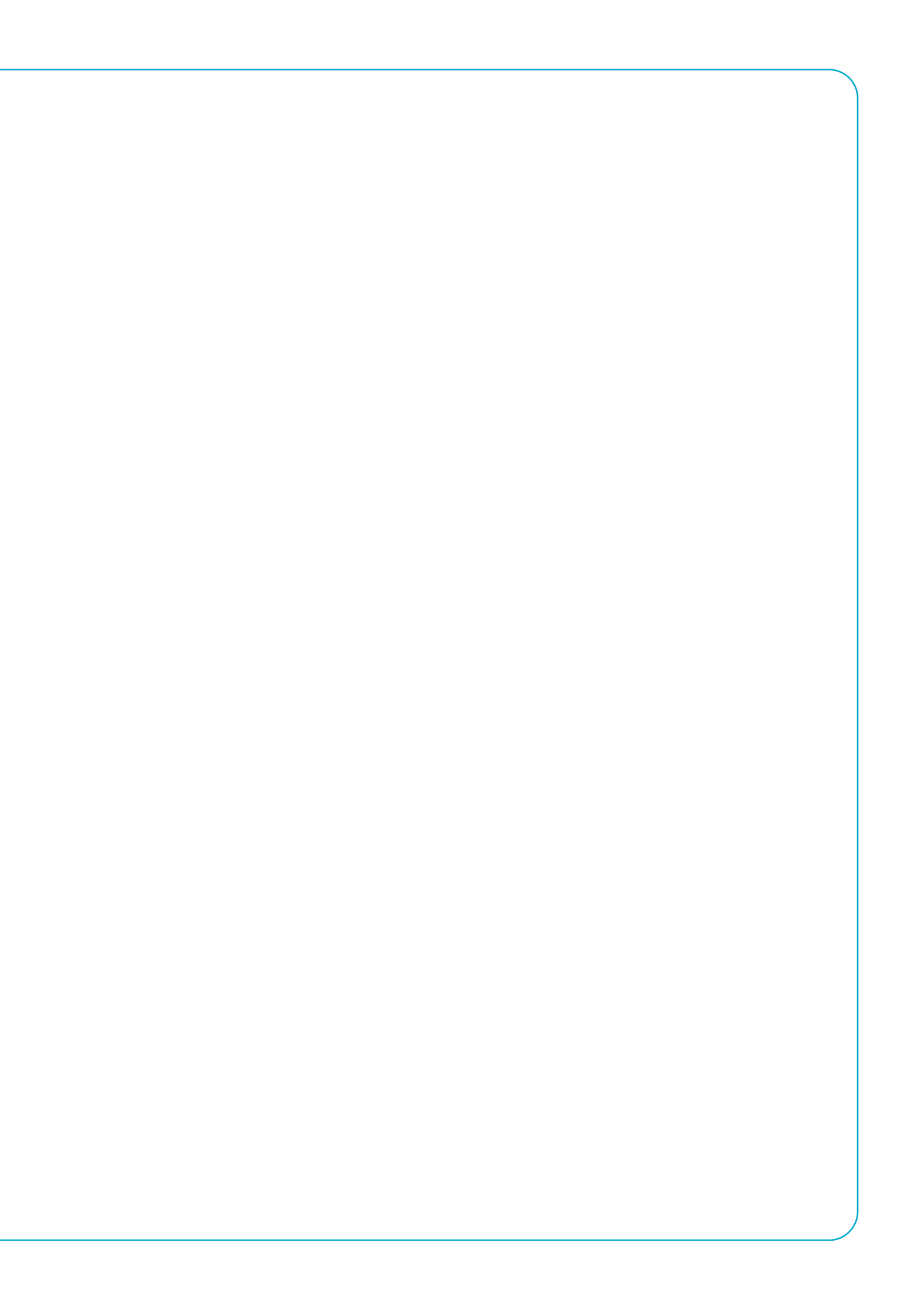
107

106 Further information on the development and implementation of the New Measures of Success programme, and a comprehensive Frequently Asked Questions document, can be found on the LSC website (www.lsc.gov.uk). Questions about the programme can be sent to newmeasures@lsc.gov.uk

Annex A: Implementing New Measures of Success: planned timetable

Measure	Piloting	Implementation
Qualification Success Rates in schools	September 2007	September 2008
Implementation of the Work Based Learning Qualification Success Rates	September 2005	September 2006
Value Added for 16–19 learners	November 2005 Staff development from June 2005	September 2006 (LSC) Autumn 2007 (DfES and Inspectorates)
Distance Travelled for 16–19 learners	November 2005 Staff development from June 2005	September 2006 (LSC) Autumn 2007 (DfES and Inspectorates)
Adult Distance Travelled using RARPA approach	January 2006	September 2006
Provider Responsiveness to employers	January 2006	January 2007
Value for Money	September 2006	September 2007
Recognising and Recording Progress and Achievement (RARPA) in non-accredited learning	September 2004	September 2005
Learner Destinations	September 2006	September 2007
Staff Measures	To be decided	To be decided
Learner Satisfaction	September 2005	September 2006
Equality and Diversity for Learners	See individual measures	See individual measures

Notes



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