

FE National Conference

What does Outstanding 'Outcomes for Learners' look like?

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Mandolay Hotel, Guildford, Surrey

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Setting the scene for what we hope to achieve

By the end of the session you will:

- know what inspectors are looking for: OFSTED grading criteria for 'Outcomes for Learners' (OfL)
- understand what constitutes effective OfL practise
- better understand how to judge different OfL elements
- understand why a recently published outstanding OfL report accurately reflects the criteria for 'Outcomes for Learners' judgement.



What inspectors are looking for: implications of the new Common Inspection Framework 2012

(the main differences from previous
frameworks)



Main Judgement Grades Awarded in the Common Inspection Framework 2012



Outcomes for Learners

The Ofsted perspective

Outcomes for Learners

We will make a judgement on outcomes for learners by evaluating the extent to which:

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social and employability skills
- learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs.



Outcomes for Learners - Outstanding

- Learners and groups of learners are achieving very well and are making better than expected progress given their starting points. Some are making exceptional progress on their learning programmes and at work.
- They learn exceptionally well and, as a result, acquire knowledge quickly and develop a thorough understanding of a wide range of different aspects of their learning programmes. Learners' attendance and punctuality are consistently good.
- They apply skills and background knowledge to great effect, including: personal, social, English, mathematics and functional skills, and practical vocational skills that will prepare them exceptionally well for the next stage in their education, training or employment.



Outcomes for Learners (Outstanding)

- The success rates of most groups of learners are likely to be at least in line with similar groups of learners nationally, with the majority well above the norm. In exceptional circumstances, where success rates of any group of learners are below those of all learners nationally, the gap is closing rapidly, as shown by a wide range of success indicators.
- The large majority of learners progress to higher-level qualifications and/or into jobs that meet local and national needs.



Judging - Outcomes for learners

Generally and contrary to popular myths!

- change of focus is away from success rates to outcomes in their broadest sense
- success rates are used as a starting point, inspectors - must start by considering the 'overall' national average
- inspectors must take into account a provider's context, such as socio-economic factors, prior attainment, high grades and success rates achieved by similar groups of learners

Note: progress and progression are now very important

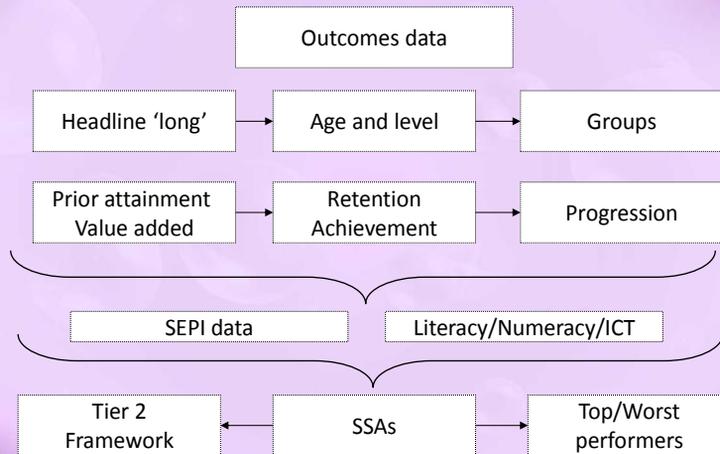


Ofsted inspectors – key data sets

iCPR	QSR	PRIOR ATTAINMENT (Level 3)
SEPI	L3VA	EFA MI REPORT
Minimum Standards	PREVIOUS SAR	PREVIOUS IR & MV



Structural Approach to Using Data



Data and Information – Inspector Sources

Classroom-based learning (CBL)

- prior attainment (advanced level)
- Socio-economic Performance Indicator table (SEPI)
- Qualification Success Rate tables (QSRs) – substantive (long course), level, group, functional skills, subject, retention and achievement
- Learner Responsive Performance Report (LRPR)
- National Success Rate Tables (NSRT)
- Level 3 Value Added (L3VA) - formerly the LAT
- providers' own data
- data reported by government departments



Data and Information – Inspector Sources

Workplace learning (WPL)

- Qualification Success Rate tables (QSRs) – overall, timely, subject area, framework, age, groups
- National Success Rate Tables (NSRT)
- providers' own data
- data reported by government departments.



Developing a College-wide Understanding of Data

Data required includes an analysis of success rates, over a 3 year period, **but much more!**

- Remember - for National Averages **use Ofsted rules** or they wont match
- **Achievement Gaps?** significant variations in gender, ethnicity or disability
- **Other Factors?** Retention, achievement, high grades, deprivation, prior attainment, attendance ...



College-Wide Understanding of Data

Published data

- **Learners Progress?** (where published data are available and relevant) e.g. VA measures such as LAT, ALPS, ALIS
- **Latest progression and destinations data?** to and within the provider in the SSA (where data are available)

Note: Much of this data will be historic



Putting Qualification Success Rates into Perspective

Success Rates & National Averages

- National averages are important as they enable every provider to compare their performance (in terms of retention and achievement) against the national context
- It is recognised that some national averages are high and others low – being ‘at’ doesn’t confer ok
- To avoid any confusion, as Ofsted does not use or apply threshold values, for the purpose of inspection there are **no benchmarks**.



Success Rates & National Averages

For any substantive (long course) provision, a reasonable assumption for good attainment is that:

- success rates of the large majority of groups of learners are likely to be in line with or above similar groups of learners nationally, with the majority above
- where success rates of any group of learners are below those of all learners nationally, the gap is closing
- in exceptional circumstances, where the performance of groups of learners is low overall, it is improving at a faster rate than nationally.



Success Rates & National Averages

- since September 2012, as a starting point for considering learner attainment, Ofsted inspectors are required to start by considering the 'all' national average.
- this approach, standard for apprenticeship provision over many years, is now extended to all provision types
- following this initial analysis, inspectors will consider other contextual factors to ensure that attainment outcomes are compared with those of similar providers and learner groups.



**Interpreting 'progress data' –
relative to a learners starting
point**

Learners progress – relative to starting points

- since Nov 2012, Ofsted has used Level 3 Value Added Table (L3VA), produced by the DfE using fundamentally the existing methodology
- the L3VA table shows both predicted progress based learners' prior attainment and actual
- Ofsted recognises the more complex nature of capturing progress for foundation, intermediate and adult learners – but;
- inspectors want to know how providers capture prior attainment, use this information to set targets and ultimately how well learners achieve against their agreed starting point

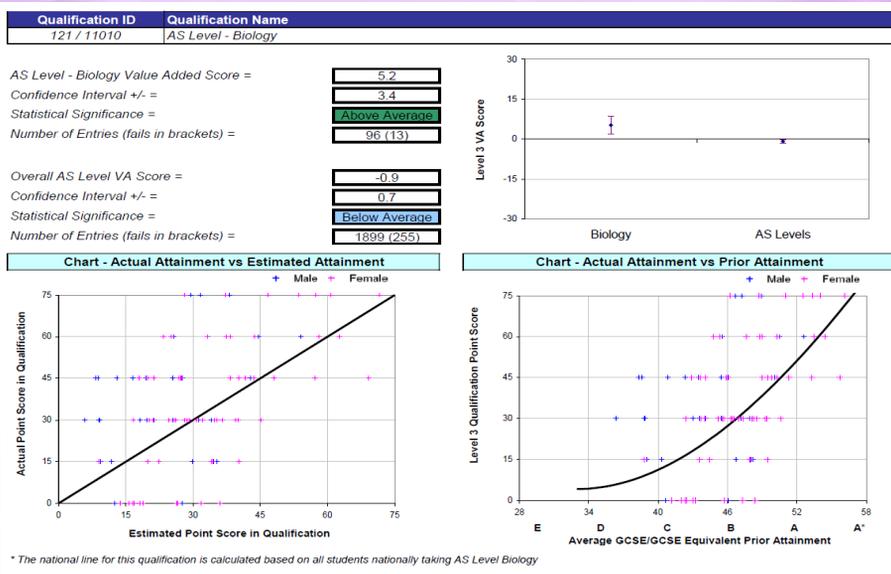


DfE and other VA systems

- **Value added score:** The VA score is the average difference in QCA points between the actual attainment of learners in the institution and that expected based on national average performance and the cohort's average prior attainment
- Other proprietary systems exist e.g. **ALPS and ALIS**, but Ofsted inspectors only use these on inspection (if available) as supplementary evidence



Typical Level 3 VA report



Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

- how well learners progress to further learning and employment or gain promotion
- how well learners develop an understanding of careers and progression opportunities, and their ability to benefit from training and development opportunities
- learners' acquisition of qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training



Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

- learners' progression routes, and the extent to which these meet local and national priorities
- the extent to which learners with severe and complex learning difficulties gain skills and progress to become more independent in their everyday life.



Capturing Destinations

Considerations:

- A college should know the destination of every learner who completes a substantial course
- Intended destinations are not acceptable
- Tracking adult learners following short courses is not a good use of resources – capture impact in other ways
- Learners following employability programmes, must be tracked 'into a job' – in such a case a job outcomes would override success rates

Note: Until government systems and definitions are robust colleges should 'do' the best they can.



Outstanding OfL – Exeter College

- A very large, and increasing, majority of learners successfully achieve their qualifications and develop the skills needed to progress into employment, further education or training.
- Learners on classroom-based courses have achieved consistently high results over three years. The results on these are now very high. The proportion of apprentices passing their qualification has risen since the last inspection and now a very large majority are successful.
- Success rates for the large number of learners aged 16 to 18 on long courses are particularly high. Outcomes for this age group of learners have improved most over recent years at level 3. Overall success rates for adult learners have risen steadily over three years and are now slightly above the national rate.



Outstanding OfL – Exeter College

- Success rates for functional skills qualifications in English and mathematics have been consistently high for three years. In 2012/13, results for English functional skills continued to improve and are now very high. A higher proportion of learners achieve a grade A* to C in GCSE English or mathematics than the national rate.
- Almost all learners make at least the progress expected of them, taking into account their prior qualifications, and a majority make very good progress.
- A very high proportion of learners on A-level and two-year vocational courses achieve high grades. The proportion of learners achieving a high grade at AS level has improved rapidly in the last two years and is now high.



Outstanding OfL – Exeter College

- Vulnerable younger learners, and those from poorer households, attend and succeed very well as a result of the targeted, sensitive and motivating support they receive. This increases their confidence and helps them to overcome significant problems which might prevent them from learning.
- The standard of learners' work is consistently high and often outstanding. A high and increasing number of learners, particularly in engineering and catering, are successfully winning recognition for their exceptional skills in regional and national competitions.



Outstanding OfL – Exeter College

- A very high number of learners make tremendous progress in developing the skills employers seek. In the specialist academies learners' work is of an exceptionally high standard and an overwhelming majority gain relevant employment. Increasingly, employers are helping the college shape its curriculum and providing very high quality work experience placements.
- Lecturers and support staff give learners excellent information about the career opportunities open to them once they complete their course and skilfully raise learners' aspirations. As a result, a high and increasing proportion of learners progress to relevant employment as well as to the most demanding university courses.





Thanks

ANY LAST QUESTIONS?

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