

Welcome



Leading learning and skills

Framework for Excellence
Provider Briefing Event

Objectives



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By the end of the event, you should:

- Have a clear understanding of Framework for Excellence including its basic structure, and how it fits in to the wider context of the FE system
- Be clear about the requirements of the Framework and the actions you need to take.

Brief Background (1)



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Further Education: Raising Skills, Improving Life Chances



Executive Summary

department for
education and skills
creating opportunity, releasing potential, achieving excellence

*White Paper - Further Education:
Raising skills, improving life
chances – 2006:*

“ 33. A new balanced scorecard and single performance indicator (along the lines of the local authority CPA system) will support college self-improvement, provide greater transparency and information for learners, and strengthen public accountability for colleges.”

Brief Background (2)

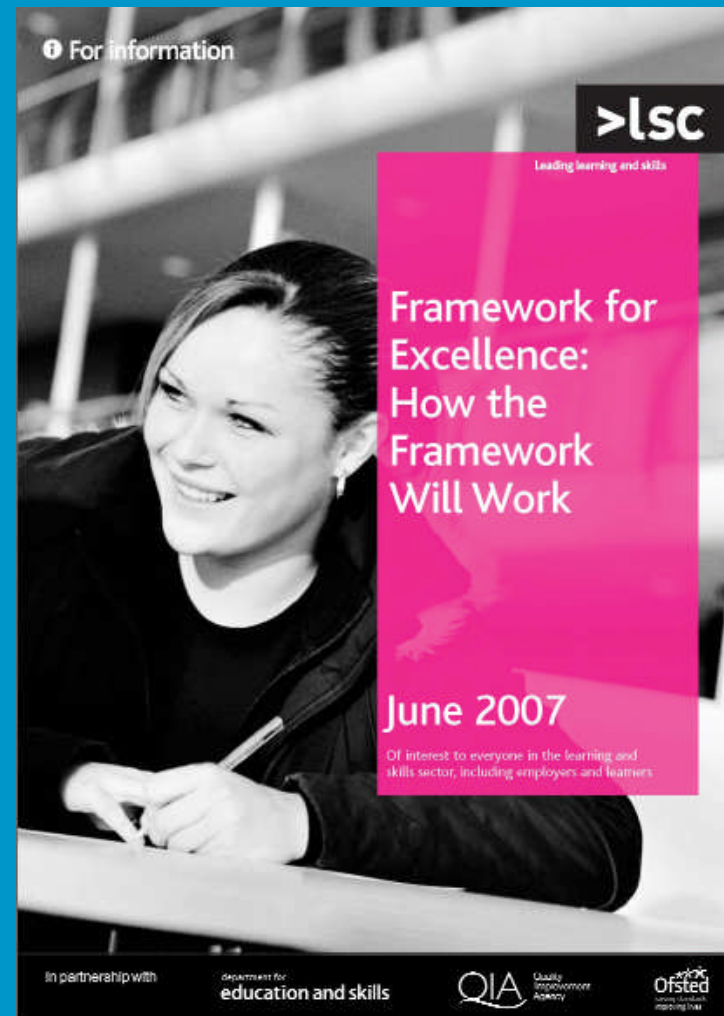
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Extensive Consultation
and testing - 2006/07

Pilot – 2007/08

Green Paper *“Raising
Expectations – enabling
the system to deliver”*

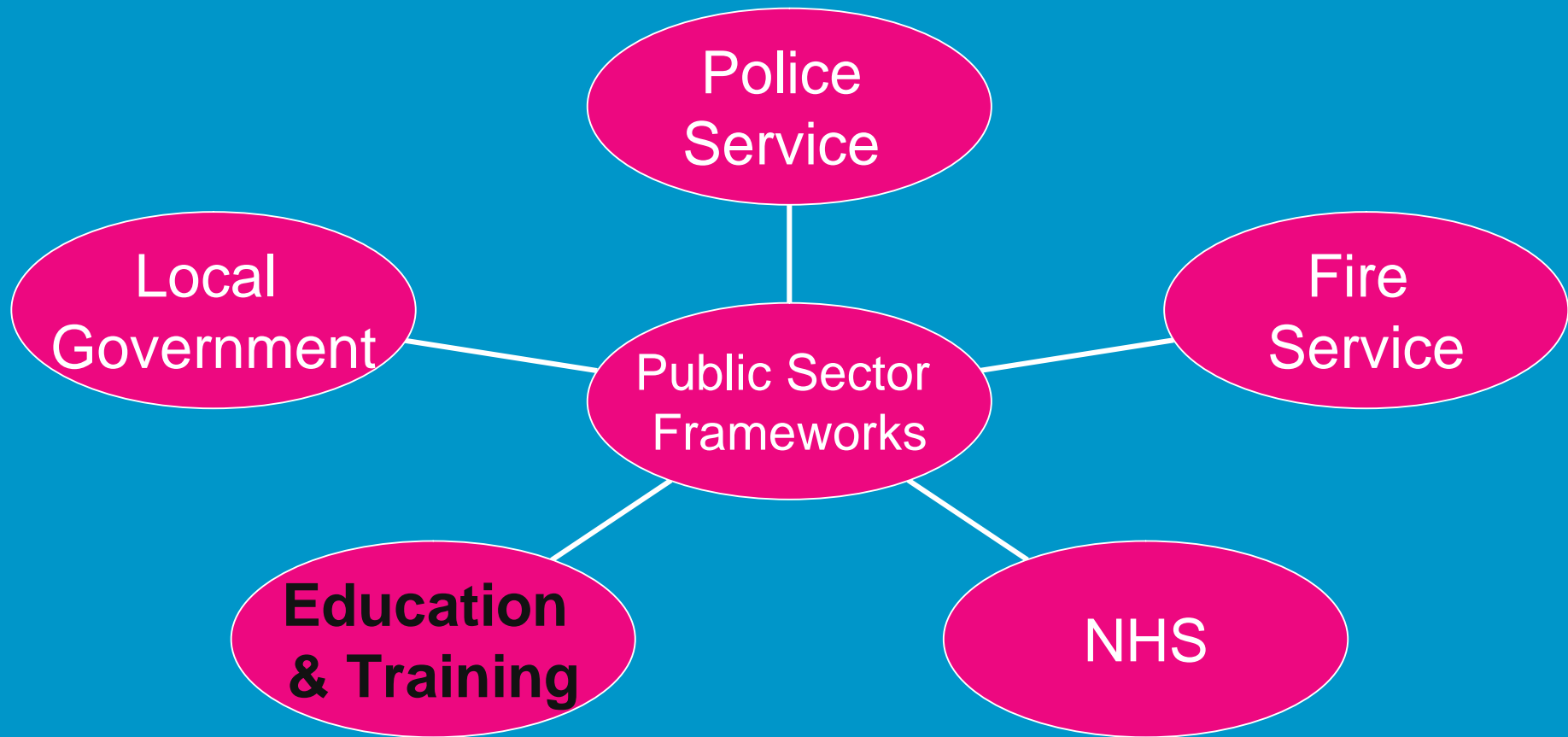


What is the Framework for Excellence?

The Framework is the Government's National Assessment Framework for Education and Training



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The Green paper says...

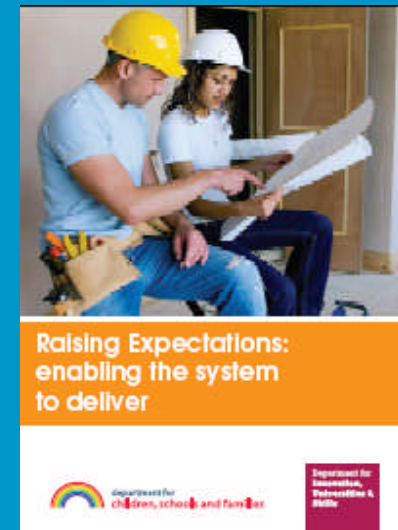


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“...we want there to be a clear framework for assessing performance which is common across all providers of education and training for young people and adults.”

“We believe that such a Framework could build on the **Framework for Excellence...**”

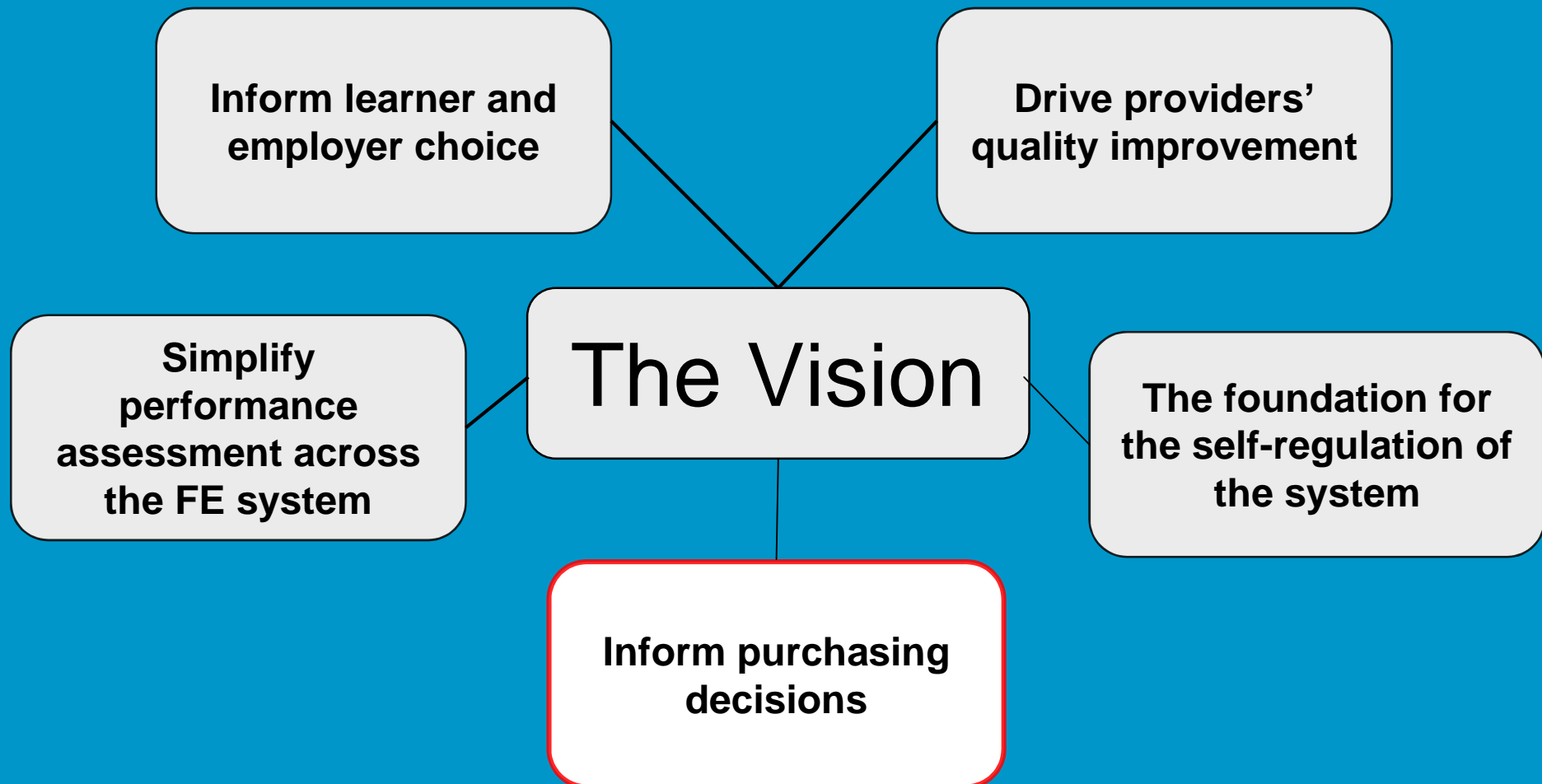
“...this Framework will need to include information about the standards achieved and the quality of provision, about the views of young people...and employers and the value for money achieved.”



What will the Framework be used for?



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What does this mean for you?



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- The Framework will measure the quality and responsiveness of provision in the FE system for all learners and employers
- The outcomes of the Framework **WILL BE PUBLISHED**
- The outcomes of the Framework will be used to make purchasing decisions by agencies and employers
- The outcomes of the Framework will affect where learners choose to learn

Scope of the Framework



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Version 1 from June 2008	Version 2 from June 2009	Version 3 from June 2010
General FE, Tertiary and Specialist Colleges	As in Version 1, plus:	As in Version 2, plus:
Sixth-form Colleges	Former External Institutions	FE provision in Higher Education Institutions
Work-based Learning Providers except LAs	Specialist Designated Colleges	learndirect (Ufl)
Train to Gain Providers	Local Authorities	Organisations with ESF contract only
<i>NOTE: All provision within a college or provider is potentially in scope once the college or provider is in scope</i>	PCDL Providers	<i>NOTE: Colleges and Providers will be expected to incorporate Framework for Excellence outcomes in their <u>self-assessment reports</u> from the time they come into scope</i>
	Offender Learning Providers	
	Independent Specialist Colleges	

Overall Performance Rating



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The published Overall Performance Rating (OPR) will be a grade that is:

- **Outstanding**
- **Good**
- **Satisfactory**
- **Inadequate**



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Detailed Overview of the Framework

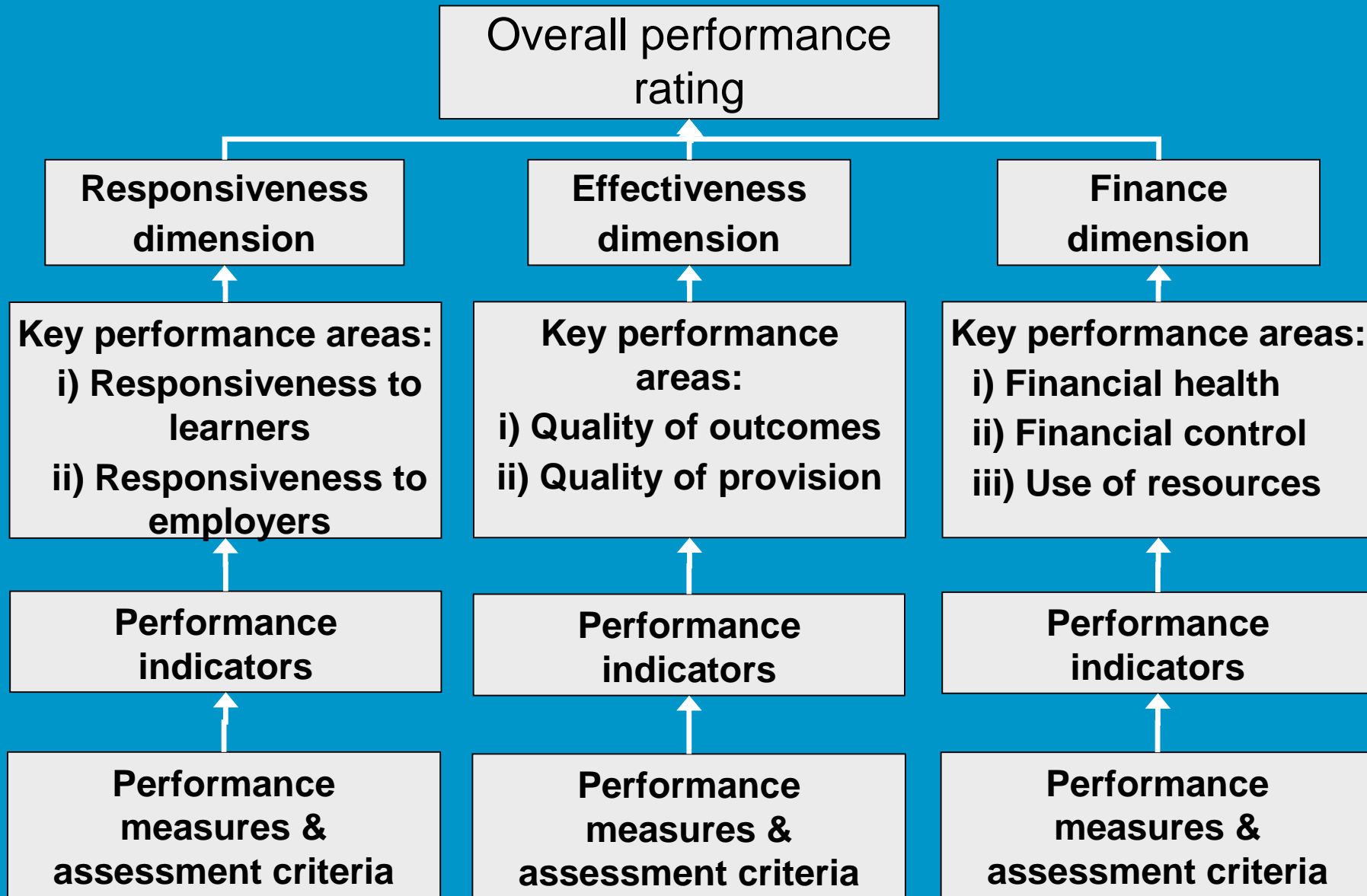
Tim Smith

Policy Director, Framework for Excellence

Framework Structure



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Responsiveness dimension

Responsiveness to learners

Learner Views
Learner Destinations

Responsiveness to employers

Employer views
Amount of training
Training Quality
Standard (TQS)

Responsiveness to learners

Learner Views

- Measured by learner satisfaction survey
- Locally administered and centrally analysed
- Web-based questionnaire using 8 questions

Learner Destinations

- Based on the proportion of learners in a positive destination at a fixed point in time
- Data collection and analysis undertaken centrally
- Data collection involves two phases:
 - Data matching to identify progression into further learning (FE and HE)
 - Follow-up telephone survey to identify destinations of non-matched learners

Responsiveness to employers

Employer Views

- Measured by web-based employer satisfaction survey
- In scope – any providers contracting with employers

Amount of Training (under development)

- Aims to encourage and reward growth.
- Measured by volumes of training delivered

Training Quality Standard

- Achievement = 'outstanding' grade for Responsiveness to Employers

Training Quality Standard



- Providers who achieve the Training Quality Standard will be rated as 'outstanding' for Responsiveness to Employers
- Any Provider in scope for the Responsiveness to Employers KPA may need to achieve a rating of 'good' or 'outstanding' *before* they can apply for the Training Quality Standard from summer 2010.

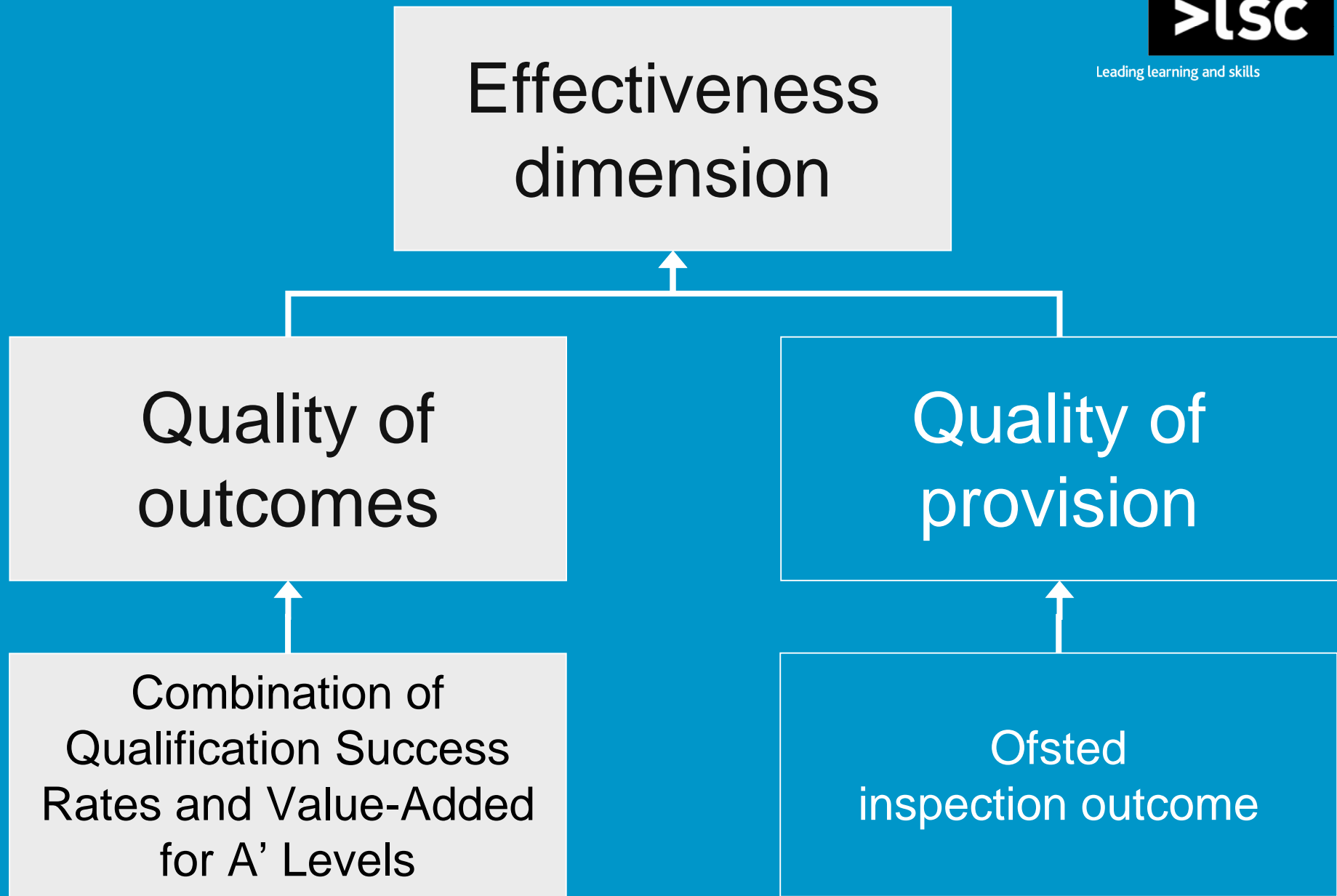
Effectiveness
dimension

Quality of
outcomes

Quality of
provision

Combination of
Qualification Success
Rates and Value-Added
for A' Levels

Ofsted
inspection outcome



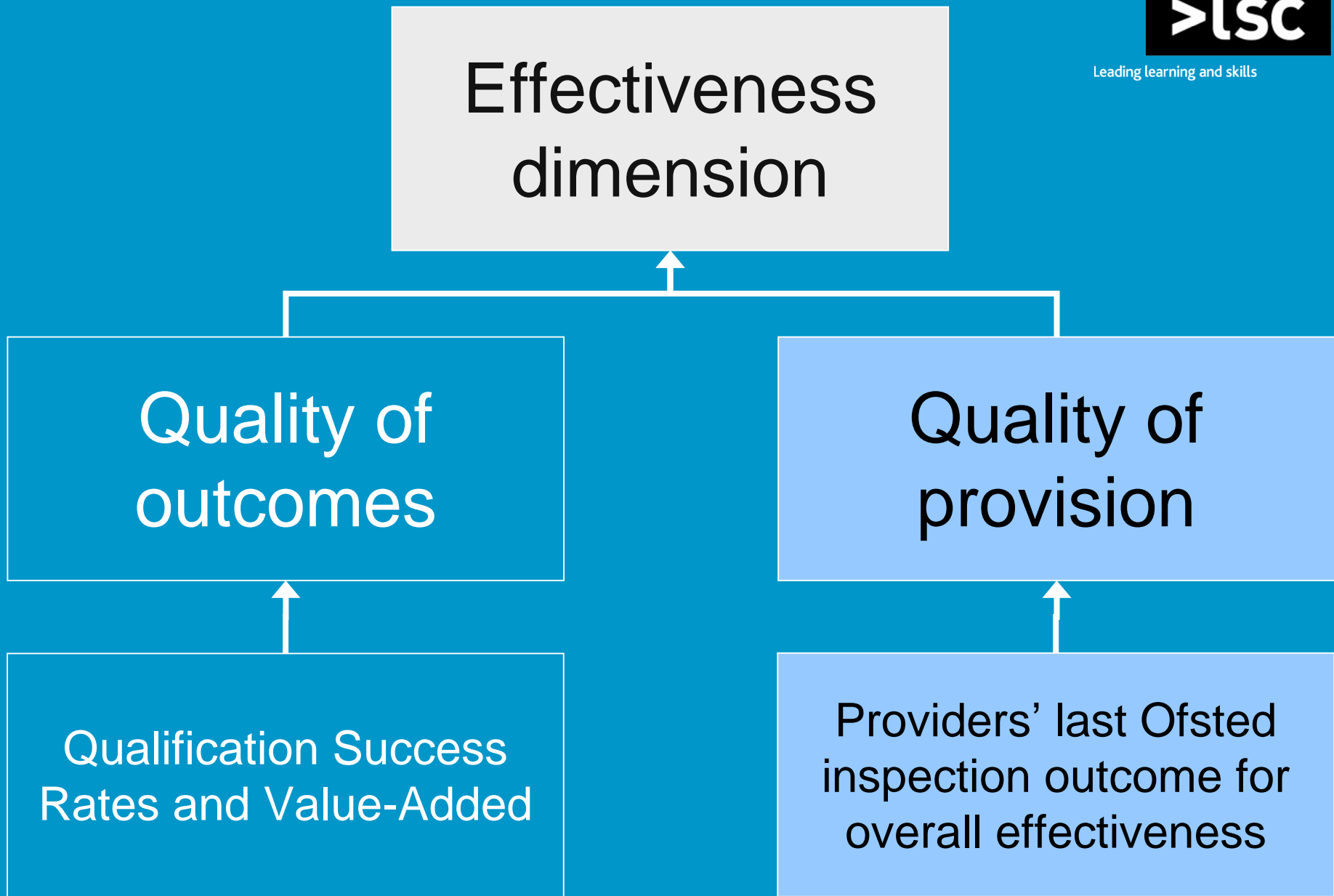
Effectiveness dimension

Quality of outcomes

Qualification Success Rates and Value-Added

Quality of provision

Providers' last Ofsted inspection outcome for overall effectiveness

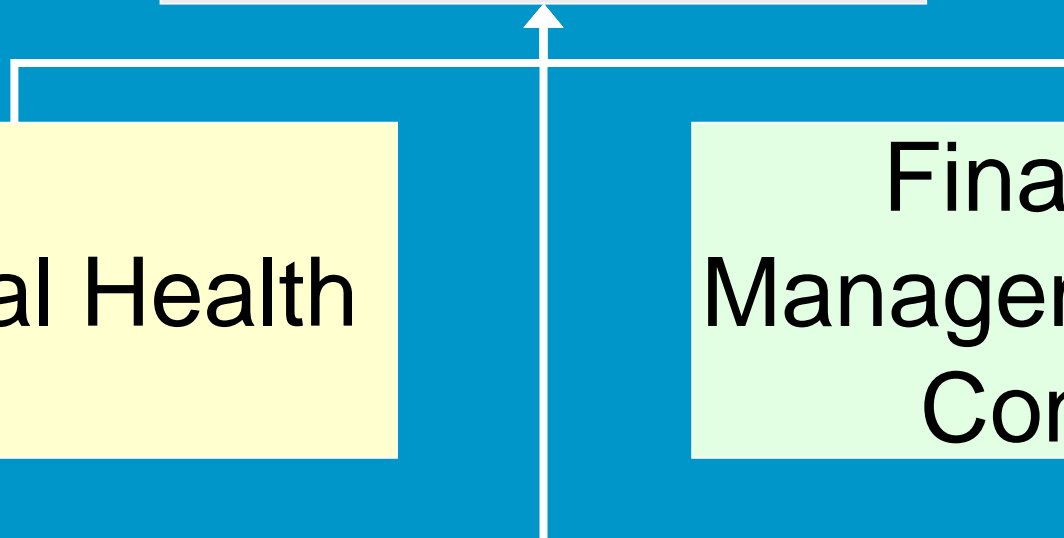


Finance
dimension

Financial Health

Financial
Management and
Control

Use of Resources



Financial Health

Single score based on three ratios:

- current assets / current liabilities (**solvency**)
- operating surplus as % of income (**sustainability**)
- borrowing as a % of certain reserves plus debt (**status**)

The grade may be moderated to take into account latest available information and recognition of capital investments

Financial Management and Control



- Assessment of financial management and control
- New Financial Management and Control Evaluation (FMCE)
- Audit teams will use professional judgement to validate self-assessment
- Aim is to:
 - create level playing field between providers
 - reduce bureaucracy



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Use of Resources** (a single indicator with multiple components)

Funding Economy

- LSC funding applied to priority provision
- Funding Delivery against funding allocation

Resource Efficiency

- Funding a successful outcome
- Comparative Unit Cost

Capital

- Condition and renewal

**Structure to be confirmed in June 2008 Policy Document

What action do you
need to take?

Most information used to calculate FfE scores and Overall Performance Ratings will be generated from existing ILR and finance data

The only new things you will need to do are:



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- Administer the web-based Learner Views survey in January/February 2009
- Ensure that your learners have the opportunity to participate in the Learner Destinations survey
- Provide the LSC with a list of all the employers you have worked with in the past twelve months
- Ensure your employers complete the employers' survey
- Incorporate the outcomes of the Framework as evidence for your self-assessment

Framework for Excellence & Common Inspection Framework



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They are different, yet complementary – a set of performance measures and absolute standards applied annually vs. an evaluative performance improvement framework

Framework for Excellence & Inspection



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The Framework for Excellence focuses on:

- Finance
- Learner and Employer Responsiveness
- Effectiveness

Inspection focuses on:

- quality of teaching and learning
- Learner support and guidance
- leadership and management
- achievement in standards

Ofsted will use the outcomes of the Framework as part of its risk assessment to determine inspections

Framework for Excellence & Self Assessment



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- Self Assessment is against the Common Inspection Framework
- The outcomes from the Framework for Excellence will form a substantial part of the evidence for self assessment
- The LSC will expect all providers in scope to use the Framework as a basis for self assessment of the 08/09 academic year
- All providers are encouraged to incorporate available elements of the Framework in their self assessment of the 07/08 academic year



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Questions?

What are the key things I
need to consider in
implementing the
Framework?

Next steps

Future developments



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- Increased scope of the Framework subject to the outcomes of the consultation
- To develop a number of additional PIs (e.g. retention rates for non-accredited learning)
- To develop links with MLP

High Level Timeline (1)



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Date	Activity
May 08	Letter sent to providers in scope for Version 1 of the Framework
June/early July 08	Publication of Framework for Excellence Policy Document and accompanying implementation guidance
May – July 08	Framework for Excellence briefings held for Providers in scope for Version 1
Autumn 08	Launch of Version 2.0 Pilot Employer Survey
Jan-Feb 08	Compulsory Learner Views Survey (centrally administrated) for those who did not complete voluntary survey in summer 2008

High Level Timeline (2)



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Date	Activity
May 2009	Version 1 Framework for Excellence outcomes available
June 2009	Second version of Framework to include all providers except HEIs, Ufl, and ESF only providers
September 2010	Implementation of Framework for all FE system



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Questions?



QIA support and FfE roll out

Main QIA programmes available to support providers in the roll out of version 1 of FfE :

- 1 Support for Excellence**
- 2 World Class Skills
(train to gain)**
- 3 Improvement Adviser Service**

1 Support for Excellence

1 Open events

Autumn 2008 for version one in-scope providers

Spring 2009 for version two in-scope providers

2 Ongoing dialogue with Peer Review and Development groups on FfE through PRD events and activities (involves 165 groups representing 750 providers)

4 Case studies

5 All resources available on Excellence Gateway:

<http://excellence.qia.org.uk>

In SfE Peer Review and Development groups
the main approach currently being taken by
providers is to add/embed the FfE KPIs into
existing SA processes.

Further developments made by PRD groups on
incorporating FfE into SA will be shared with all
providers.

QIA - Supporting Providers in using the FfE to improve quality

We welcome your feedback on the following questions:

*1. What are the main **FfE issues** you want QIA to support you with?*

*2. What is your preferred method of **delivery** of support?*

*3. What is your preferred **format** for resources?*

Any other QIA support required?

4. Your wish list!

2 'World Class Skills – developing responsive provision'

will offer Support on:

Working with employers/Employer responsiveness

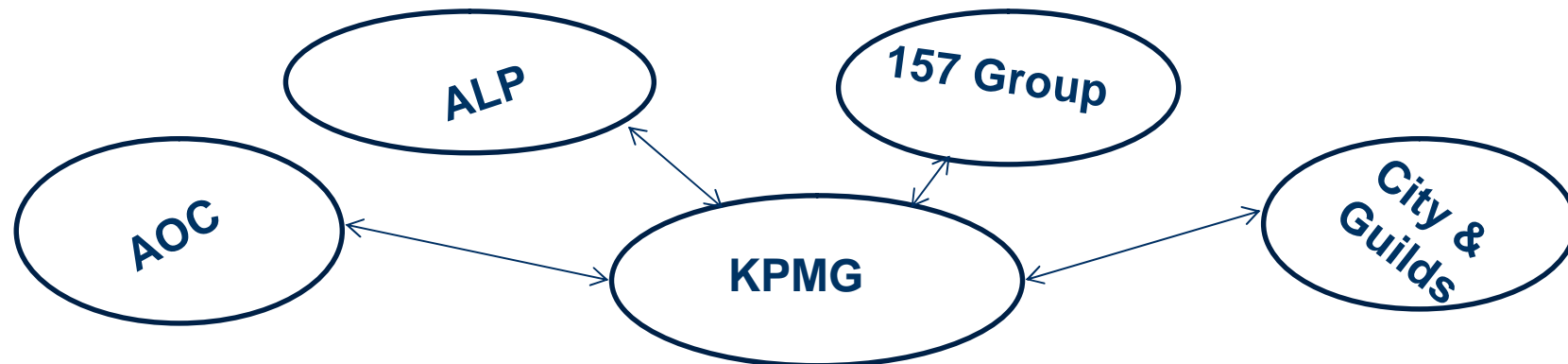
Understanding T2G

Changing culture

Improving partnerships

Assessing your needs

WCS is Delivered by KPMG in partnership with:



World Class Skills – developing responsive provision

Regional structure:
Programme Manager with geographic
and theme responsibilities

Web site:

www.qiaemployerled.org.uk



World Class Skills – Developing Responsive Provision



3 Improvement Adviser Service

A managed network of quality improvement advisers to support providers on a one-to-one consultancy basis.

Tailored packages of support to target specific areas of provision or management where improvement is needed.

IAS provides three levels of support and works with LSC, DWP and Ofsted on two of them, namely 'Rapid response' and 'Intermediate' interventions.

IAS intervention levels

- 1. Rapid response service – supporting providers to make improvements in areas required/identified by LSC, DWP or Inspectorate.**
- 2. Intermediate support - for providers who are consistently providing satisfactory provision, but who wish to improve grades and success rates to above national benchmarks.**
- 3. Organisations aspiring to excellence will receive support co-ordinated by improvement advisers and will draw upon the experiences and good practice of Beacon. providers.**

**[www.qia.org.uk/programmesandservices/
qiaimprovementadvisers.htm](http://www.qia.org.uk/programmesandservices/qiaimprovementadvisers.htm)**

Online support for all QIA programmes



<http://excellence.qia.org.uk>

QIA general helpline

Tel: 0870 211 3434