Spring College Data Conference

Morley College, London

3rd March 2011

Lsect
Learning & skills ~ events,
consultancy and training

Conference programme

10.30 Welcome and introductions

10.40 Latest news from *the information authority*

11.10 Enhancements to data collection systems

11.40 Break for refreshments and ice-cream

12.00 Latest news from the Learning Records Service

12.30 Q&A session with the three data agencies

13.00 Break for lunch and more ice-cream

13.50 Ask the auditor and advice about sub-contracting

14.30 Latest news on funding rates and eligbilities

15.10 Hints and tips for data quality and efficiency in 2011/12

15.30 Conference end

Who will you hear from?*

Nick Linford
Managing Director of **Lsect**

John Perks
Head of *the information authority*

Rich Williams
Head of the Data Service

Una Bennett
Head of the Learning Records Service

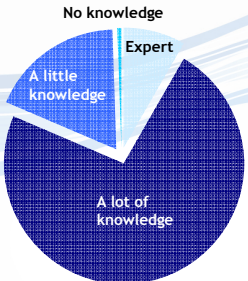**Karl Bently**
Lead auditor for RSM Tenon

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the informat**i**on authority

the data service

Learning Records Service

RSM Tenon

* In order of appearance

Meet with the exhibitors and enjoy the ice-cream

inisoft

CAPITA

the data service

CLARITY
integration
limited

the
information
authority
setting data standards
for further education

corero

MONTERpoint

DRAKE LANE ASSOCIATES
Management Services and Consultancy

Perspective

And you, 180 delegates

When you registered you were asked how much
you already know about data

No knowledge

Expert

A little
knowledge

A lot of
knowledge

Latest news from the information authority

Spring College Data Conference
Morley College
3 March 2011

John Perks – Head of the information authority

the
informat**i**on
authority
setting data standards
for further education

Summary

- *The information authority* board decisions on late change requests
- Progress with implementing the single individualised learner record (ILR) for 2011/12

the
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authority

7

The information authority Board (1)
Summary of Requests and Decisions

On 28 January 2011

- Reviewed seven late requests for change to the ILR specification for 2011/12

- Six of the requests support changed arrangements for 2011/12 and one, ethnicity codes, related to implementation of a board decision from 09/2010

- Agreed 4 of the late changes to support changed arrangements and the one about ethnicity

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The information authority Board (2)
Decisions

Identify LLDD in specialist placements (YPLA)

- Identify 16-18 year-old and 19-24 year-old learners with learning difficulties and disabilities initially assessed as requiring high cost support

- Funding policy for LLDD may change

- Decision – Revised codes in ALS field, field L29. This is completed on basis of initial assessment and must not be updated to reflect actual cost

- Note -ALS cost, field L31, is updated with actual cost

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The information authority Board (3)
Decisions

Employment status – identify learners on benefits (BIS)

- To monitor and justify investment in training provided for people on active benefits (JSA and ESA WRAG)
- To provide evidence of what the FE sector is doing to help unemployed people gain new skills and move off benefit into work
- To give context to numbers of Job Outcome Incentive Payments

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The information authority Board (4)
Decisions

Employment status – identify learners on benefits (BIS)

- Add further unemployment categories in L37 Employment status on first day of learning and L47 Current employment status to differentiate between those on JSA and ESA (WRAG) and those who are not
- Add further categories to L37 and A47 for full and part-time employment
- Temporary solution - now working to implement more coherent and effective solution

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The information authority Board (5)
Decisions

Employment status – identify learners on benefits (BIS)

- Collect National Insurance numbers for any learner in receipt of JSA or ESA (WRAG) - subject to agreement with Legal team

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The information authority Board (6)
Decisions

Foundation Learning fee remission (Skills Funding Agency)

- Focus on unemployed in receipt of JSA and ESA (WRAG)
- Policy and consequently requirement not agreed

In principle agreed to a change:

- Add a national learning aim monitoring code in A46 to record learners who are fully-funded and undertaking foundation level provision as a progression route to a Level 2 qualification.

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The information authority Board (7)
Decisions

SME offer for workplace delivery (Skills Funding Agency)

- Identify the Small and Medium-sized Enterprise (SME) offer for workplace delivery

- Add a national learning aim monitoring code in field A46 to record learners who are employed by a SME and are undertaking repeat Level 2 qualifications

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The information authority Board (8)
Decisions

Ethnicity

- Only ethnicity categories for 2011/12 are the ones that will be used in the 2011 UK Census
- Sequence and layout of categories should be consistent with those in specification
- At point of collection learners should be aware they do not need to provide an ethnicity but should not be presented with the option 'not provided'

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Other Changes

Identify Progression from Access to Apprenticeship
- New code in Programme entry route field, field A16, for progression from an Access to Apprenticeship programme
- Definition received with renaming of programme

Credit Value
- After secretariat raised provider concerns with Skills Funding Agency the Planned credit value and Credits achieved fields are required only from providers in QCF Unit Funding Trial

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Single ILR Implementation (1)

- Implementation for providers during 2011/12

- Providers move from current flat format files to single ILR format in XML during 2011/12

- Language of validation messages and LIS table formats based on single ILR so will need to understand it from August 2011

- Providers that produce ILR data files from more than one MI system will need to use LIS to merge them

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Single ILR Implementation (2)

- All 2012/13 returns in single ILR format

- Working closely with MIS suppliers and providers that write own MIS

- Single ILR specification and version 2 of flat file ILR specification published at end of Feb 2011, reflects late ILR changes

- Working closely with MIS suppliers and providers that write own MIS

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Single ILR Implementation (3)

- Single ILR specification and version 2 of flat file ILR specification published at end of Feb 2011, reflect late ILR changes

- Published XML schema and XML schema definition (XSD) 1 March 2011

- Workshops are being planned that will deliver information and advice about single ILR and the strategic replatforming of data collections

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Keeping in touch

- Visit our web-site – contribute to comments and feedback: www.theia.org.uk

- Visit **feconnect** - the online network for those working with data in the FE system: forums.theia.org.uk

- Contact CST@theia.org.uk with ideas and contributions

- Subscribe to the "Inform" newsletter (email informnewsletter@theia.org.uk.)

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the data service
better information for further education

Enhancements to Data Collection systems

Rich Williams
Head of the Data Service

Spring College Data Conference, Morley College – 03 March 2011

web: www.thedataservice.org.uk   Service Desk tel: 0870 267 0001

Where are we?

- During the Elaboration stage of the Strategic Re-platforming project it was concluded that not all of the scope of Strategic Re-platforming and decommissioning can be delivered to support the business critical dates and within the available funding envelope.

- There was a review of options on what could be delivered within the time frame and cost, whilst maintaining quality and work with the Agency.

- To reduce the risk to the business it has been agreed that this should be a multiyear project and that a reduced set of changes should be made to the Data Collection Suite for delivery ready for 11/12 academic year.

- These changes will meet the current known business / policy changes, as well as moving the Data Collection systems towards the Data Service Blueprint.

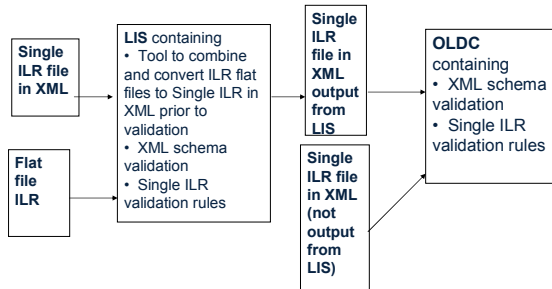web: www.thedataservice.org.uk   Service Desk tel: 0870 267 0001

Chosen option - summary

- **XML**

- **2011/12 rollover of the OLDC application and updates to the PIMS, concentrating on essential rollover activities and keeping the number of releases and changes to a minimum**

- **LAD ⟶ LARA**

- **Learner Information Suite**

- **Oracle Policy Automation (OPA)**

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Single ILR
Data collection systems for 2011/12

Single ILR file in XML

LIS containing
- Tool to combine and convert ILR flat files to Single ILR in XML prior to validation
- XML schema validation
- Single ILR validation rules

Flat file ILR

Single ILR file in XML output from LIS

Single ILR file in XML (not output from LIS)

OLDC containing
- XML schema validation
- Single ILR validation rules

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Single ILR and XML

the data service

- To incorporate a revised, restructured ILR into the data collection process.

- Providers can only return data to the Data Service for 2011/12 in XML format.

- ILR flat file to XML converter tool - available in the Learner Information Suite (LIS) to combine and convert separate ILR flat files to a single ILR in XML format.

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Oracle Policy Automation (OPA)

the data service

- OPA (Oracle Policy Automation) rules being implemented, which will enable the Data Service and business to develop and update business rules and funding calculation changes without major system upgrades and releases, at a lower annual cost.

- Building the capability within LIS desktop and OLDC to use rules defined within Oracle Policy Management, resulting in lower costs.

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Learner Information Suite (LIS)

the data service

Enhancements include:

- to include the OPA module, to enable greater flexibility in the maintenance of the funding calculation and synchronisation with the OLDC system

- functionally to convert existing flat file format ILR to the revised restructure XML ILR.

- validate both XML and flat format ILR files.

- LIS reports - updated in line with any policy changes

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LAD → LARA

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- Replacement of LAD with new Learning Aims solution to support an enhanced Learning Aims Lifecycle.

- LARA – Learning Aim Reference Application.

- Learning Aims data in a new format that provides:
    - Learning Aims for the 2011/12 academic year
    - Ability to import data from authorised sources (Ofqual, DfE, UK-CES,QAA, HEFCE, awarding organisations, learning providers)

- New look and feel, new location.

- Increase system flexibility as well as lowering ongoing maintenance cost by reducing the dependence of bespoke technology.

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LARA – masters aims for 11/12 onwards

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LARA will be the repository for learning aims from 2011/12 onwards

- New database definition for LARA – LARA table and field definitions for 2011/12 document – draft published on **01 March 2011.**
- LARA structure will be based on LAD database.
- Data not relevant to the 11/12 data collection will be removed.
- New data will be added to cater for:
    - Changes to the Agencies' funding systems
    - Units as Learning Aims
    - More transparency in the progress of a Learning Aim
- LARA download for 11/12 and future years will be available from a new location.
- LARA search will be available from a new location.
- Current plan is to have a live populated system in **June 2011.**

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LAD – will hold historic data

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LAD will continue to be available for at least the next 2 years

- LAD and the LAD archive will continue to be available at the current location.

- No changes to LAD planned – Learning Aims for 09/10 and 10/11 will continue to be made available via the LAD website.

- LAD search will continue to be available for 09/10 and 10/11 Learning Aims.

- For a few months LAD will continue to be updated to support 2010/11.

- Currently investigating the possibility that funding and validity information for 2011/12 will be made available on the LAD website in April 2011.

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www.twitter.com/nicklinford

Timetable for delivery

the data service

LARA
LARA table and field definitions for 2011/12 document – draft published on **01 March 2011.**
LARA table and field definitions for 2011/12 document – final version dependant upon policy to specify funding calc details.
Beta (basic table structures) - available **mid April 2011.**
LARA live system by **June 2011.**

LIS
LIS interface specification **25 March 2011.**
LIS Beta **01 June 2011.**
LIS Reports **15 July 2011.**
LIS live deployment **15 July 2011.**

OLDC
OLDC R1 live deployment **14 July 2011.**
OLDC R2 live deployment **22 August 2011.**

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Break for ice-cream!

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**Learning
Records
Service**

Presentation to
**Spring Data Conference
3 March 2011**

Agenda

Learning Records Service

- The ULN in the ILR
- Improvements in handling ULNs
- Best practice for ULNs
- QCF and the PLR
- What's next?

- And a reminder

ULN in the ILR

Learning Records Service

- ULN validation to:
  - Avoid new fields in the ILR
  - Generate information for individual PLRs

- Impact of change:
  - Different approach for providers
  - Significant increase in call volumes to LRS
  - Rise in possible duplicates & efforts to resolve

Improving ULN administration

Learning Records Service

- ULN 'top tips'
  - Use enrolment to check / allocate ULNs
  - Documents to ID & verify legal name
  - Explain Privacy Notice to learners

From April 2011

- New batch validation tool:
  - Uses experience of technical support team
  - Desktop application
  - Clearer, more detailed error messages

Improving ULN administration

Learning
Records
Service

- Service desk support & encryption of batch files
  - Batch validation reduces need to call
  - Failed files are stored for service desk to view

- Resolving exceptions
  - Still need LRBs to resolve possible matches
  - Easier to review & fewer screens
  - Auto population of fields where ULN exists

Improving ULN administration

Learning
Records
Service

Planned changes

From summer 2011
- Improved reporting
- Testing and implementation of changes to ULN matching algorithm

From April 2012
- Direct access for citizens to ULN

What do we recommend?

Learning
Records
Service

- Use batch validation tool
- *If* data needs to be sent to service desk, use encryption guidelines
- Keep MI system & LRS aligned
- Exception handling
  - Resolve & output files available for resubmission
  - Don't re-submit without resolving
- Find ULNs first; don't create
- Talk to MIS vendor about web services

Vision for the QCF

Learning
Records
Service

- Supporting UK skills needs
- Learners able to study at their own pace
- More affordable learning for individuals / employers
- All QCF achievement in one place, online (the PLR)
  - Learner control of their development
  - Supports personalised IAG
  - Easier enrolment
 - Evidence for employers

QCF – more information

Learning
Records
Service

QCF i-guide http://qcfiguide.skillsfundingagency.bis.gov.uk

PLR for the QCF

Learning
Records
Service

From November 2010
- Direct upload from AOs of QCF units and qualifications
- Enables build of QCF qualifications over time and with different providers / AOs
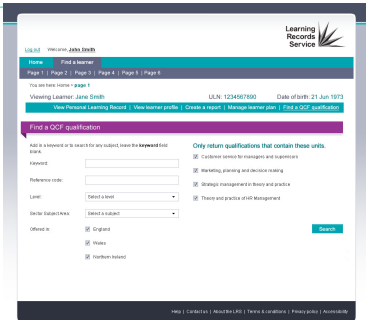
From April 2011
- New functionality for providers / IAG
- Support QCF queries such as:
  - 'What QCF units could I do?'
  - 'What QCF units do I need to complete this qualification?'
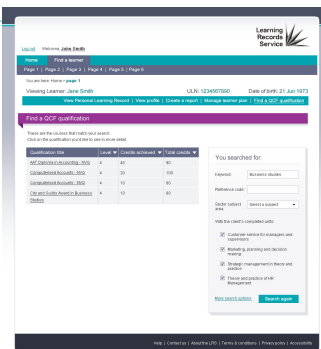
PLR - design
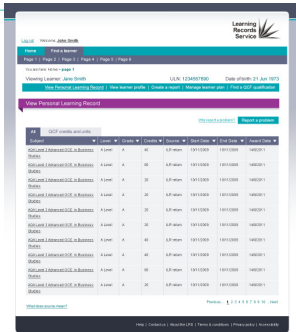
Display of all qualifications plus QCF credits and units

Qualification queries - design

Finding a QCF qualification

Qualification queries - design

Qualification search - results

Qualification results - design

Learning Records Service

Breakdown of QCF qualification

PLR - next steps

Learning Records Service

- Communications on new functionality – in next few weeks
- Updated user guide & online help
- Providers & IAG advisors to support learners with QCF
- Access to PLR by provider request to LRS
- Feedback from providers / IAG
- Future enhancements – learner portal
- More AOs uploading data

Learning Records Service

Learning Records Service

A reminder
- Currently supporting:
  - 14 -19 Diplomas
  - FE funding through the ILR
  - Offender learning
  - Next Step careers service
  - Awarding, enrolment, progression
- New and future
  - QCF
  - All Age Careers Service
  - Lifelong Learning Accounts
  - University applications?
  - Entitlements (funding / FE loans)?
  - 14 – 19 qualifications?
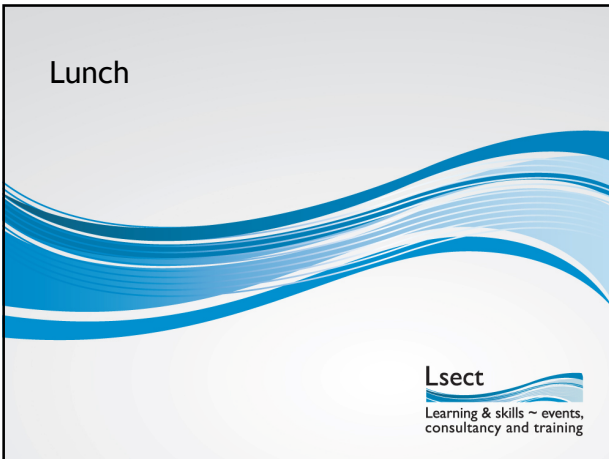
Questions?

Contact Details

Una Bennett, Head of Learning Records Service   una.bennett@learningrecordsservice.org.uk

Learning Records Service, Cheylesmore House, Quinton Road
Coventry CV1 2WT T: 024 7682 3896

Q&A session

Lunch

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Do you know what's done in your name?

Karl Bentley
RSM Tenon

RSM Tenon

What I'm covering

Background – a brief history of partnership working
Contracting
Spotting when it's going wrong
Effective monitoring
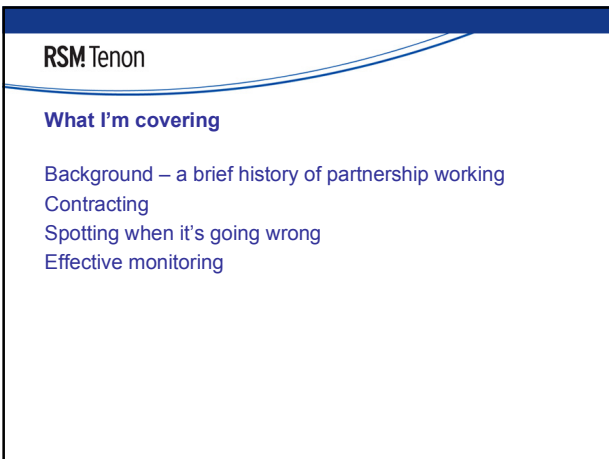
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Background

90's flashback – franchising used to be big business
Some colleges were up to 60% franchised activity
Led to investigations by the FEFC
Police and SFO involvement
Tough questions from the Public Accounts Committee
Led to far more prescriptive guidance being issued starting with 96/06
Circular 99/37 was the main guidance on franchising for a number of years
One of the reasons why funding audit was introduced in 2001
More franchising problems turned up in the early years of the LSC

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Do you recognise any of the following?

Halton College

Bilston Community College

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Where is partnership now

Hasn't gone away

Don't use the 'F' word, it is prohibited under the guidance

Likely to see a real increase over the coming years with the introduction MCL

Still considered to be very high risk

The same problems from the 90s are still happening

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What to do – Pre contract

Whether you subcontract £1 or £1million you need to demonstrate effective control

Do your homework

Undertake due diligence (it is a requirement per paragraph 186 of the Skills Funding Agency guidance)

Don't rely on someone else's DD

Who else do they work with?

Who did they use to work with?

Are they registered on ACTOR?

Ask the difficult questions

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Contracts

First and foremost – do you have a signed contract in place before any provision has actually been delivered?

How robust is your contract

Factors to consider:

Provision being offered

Who is delivering it

Where is it being delivered

Funding

If it goes wrong can you get your money back?

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Indicators of concern

Being pursued continually by potential sub-contractors

Being told there are hundreds of students 'ready to go'

Wanting to start large numbers straight away

Accessing learners you can't – and they make it look easy

Provision that starts local but spreads to other areas

Timing of provision

Documents that get drip fed through to you

Huge growth from out of nowhere

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What can you do?

What is their structure? Are they remote from you?

Do they have sufficient resources to deliver it?

Who are their tutors – have CRB checks been carried out?

If it grows quickly ask how they are managing both the delivery and back room functions

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Keeping control

Control is key

Don't forget the accreditation issues – if you hold it make them use yours and if you can get in and IV the provision

Check where and when provision takes place, who is delivering and what is being delivered

The classic concern is to run it far away from you and at times when you don't operate, late at night or weekends

Do your spot visits (admin and quality of delivery) and document them

Personal experience has shown that colleges are great at spotting the issues

They haven't been so great at dealing with them

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What to do if it goes wrong

Don't lose control and don't panic

If you're not happy report it to your superiors

Take a step back and assess the learner file in its totality

Look at the chain of events – timing of activity

If you still have concerns the College should consider what actions to take next

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Accountability

1st rule – They are your learners in law

2nd rule – you're responsible for the funding

3rd rule – If it goes wrong you still have to pay back the funding regardless of where the fault lies

4th rule – The Principal is the chief accounting officer, it's their neck on the line

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Retained funds

Remember funding follows the learner

Long past the days of 60/40 split for partnership provision

How much do you retain?

How does that compare to the support you put in?

If you make money off partnerships it can be an indicator of something going wrong

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Not always doom and gloom

Last thought….

Partnership provision can be a real asset to a college

It allows you to expand your curriculum offer

Allows access to learners and communities you may have traditionally struggled to access

But…..

YOU NEED TO RETAIN CONTROL

RSM Tenon

Any questions?
(Sorry no props today but here's a picture of me in action)
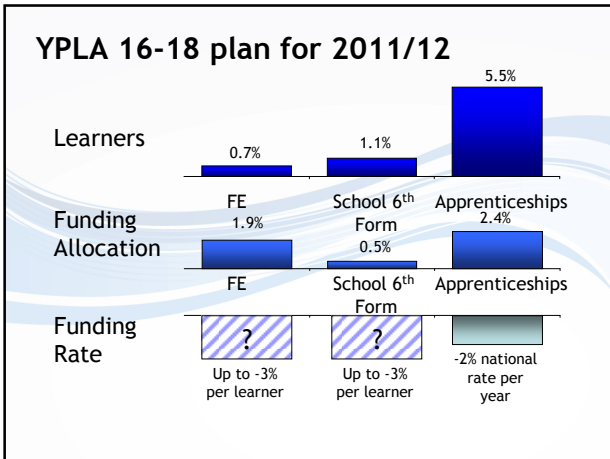
Latest news on funding rates
and eligibilities

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Hot off the press: Wolf review
published today

And....

YPLA 16-18 plan for 2011/12

Learners

	FE	School 6th Form	Apprenticeships
	0.7%	1.1%	5.5%

Funding Allocation

	FE	School 6th Form	Apprenticeships
	1.9%	0.5%	2.4%

Funding Rate

FE	School 6th Form	Apprenticeships
?	?	
Up to -3% per learner	Up to -3% per learner	-2% national rate per year

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The 16-18 changes for 2011/12

Entitlement cut by 84 SLN GLH (114 to 30)

84 / 450 x £2,920 x 1.35 = £736 approx per learner

£736 x 1m FT learners = approx £700m saving
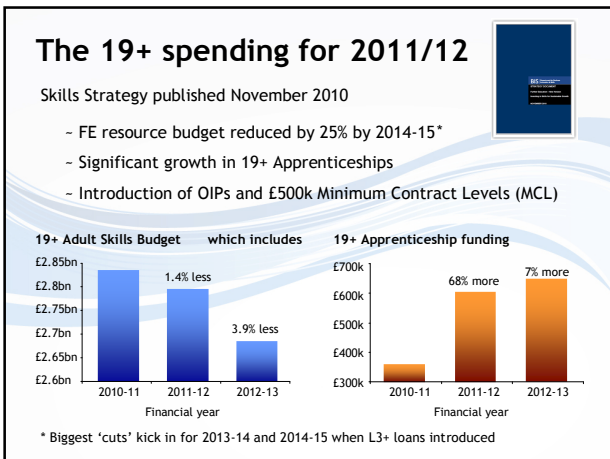
Although entitlement cut does push up Provider Factor

SLN per learner cap will be approx 1.56 (TBC)

£150m more for disadvantage uplift and ALS

IMD 2007 (rather than 2004) will be used for DU uplift

'Transitional protection to smooth implementation'

Limit reduction in rate to 3% in 1st of 3 years of protection

Lagged learner number funding for allocations

The 19+ spending for 2011/12

Skills Strategy published November 2010

~ FE resource budget reduced by 25% by 2014-15*

~ Significant growth in 19+ Apprenticeships

~ Introduction of OIPs and £500k Minimum Contract Levels (MCL)

19+ Adult Skills Budget   which includes

£2.85bn	
£2.8bn	1.4% less
£2.75bn	
£2.7bn	3.9% less
£2.65bn	
£2.6bn	
2010-11	2011-12	2012-13

Financial year

19+ Apprenticeship funding

£700k	
£600k	68% more	7% more
£500k	
£400k	
£300k	
2010-11	2011-12	2012-13

Financial year

* Biggest 'cuts' kick in for 2013-14 and 2014-15 when L3+ loans introduced

19+ Detail in Guidance Note 6

Many significant changes for 2011/12

~ 19+ national funding rate reduction of 4.3%*

~ 1.2 PWF uplift removed for Skills for Life (excl. Entry Level Numeracy)*

~ Non-entitlement Level 3 Train to Gain not funded

~ Non-entitlement Level 2 Train to Gain for non-SMEs (250+) not funded

~ No ESOL funding in the workplace

~ Fee remission only for those on 'job ready' income support (e.g. JSA)

~ £80m pilot in learner-responsive for Outcome Incentive Payments (OIPs)

~ Minimum Contract Level of £500k

~ Single ER and LR budget, and SFA will pay 16-18s on behalf of YPLA

* Rate changes 'will apply for all new and existing learners'

What we still don't know from the SFA

~ Application of Minimum Contract Level for 16-18 Apprenticeships?

~ Criteria for payment of Job Outcome Payments in 2011/12?

~ Fee collection/income review and adjust future allocations for non-collection?

~ Further details on Subcontracting rules?

~ Changes to ALS audit requirements?

~ Details on arrangements for funding LLDD learners?

~ Details of any changes to OLASS provision?

~ Foundation Learning learners on inactive benefits to remain fully-funded?

~ Will the 1.75 SLN cap be reduced in line with the 16-18 reduction?

~ Will there be an ESOL Equalities Impact Assessment leading to a change?

Hints and tips on data quality and efficiencies

Lsect

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Data quality part 1

Important to understand the types of data quality

Validity (LIS error reports)

Credibility (LIS warning reports, DSATs, Ofsted, ILR FAQs)

Completeness (Data Dashboards and Annex P thresholds)

Timeliness (ILR Hard Closes and ER timeliness reports)

Relevance (are you using all the data you collect?)

Data quality part 2

SFA have just published summary of issues
from the 2009/10 LR audits (some of which led to claw-back)

New issues
– Functional Skills
– Duplicated funding claims for the same learner
– Subsidiary aims (use of A51a)
– Overseas Learners

Recuring issues
– GLH for unlisted aims
– Eligibility and enrolment
– Inadequate controls over sub-contracted provision
– Inconsistent start and/or end dates
– Attendance registers missing or incomplete
– Fee remission
– Achievement
– Other issues raised included errors in recording NVQ delivery,
  disadvantage uplift, learner transfers and completeness of data.

http://tinyurl.com/45uxjbf

More for less (efficiencies) part 1

Could you reduce costs via:

– Fewer staff but doing more (e.g. increasing the contracted teaching hours)

– Decreasing the permanent to temporary teaching staff ratio

– Merging groups and improving room utilisation

– Stop running provision with relatively low (or negative) contribution rates

– Trimming delivery hours on listed provision without compromising quality

– Eradicating unfunded hours (defined as delivery hours exceeding listed hours)

– Using support staff to deliver tutorials

– Innovative uses of the Additional Learner Support funding

– Negotiating hard (or tendering) with the awarding bodies for reduced fees etc.

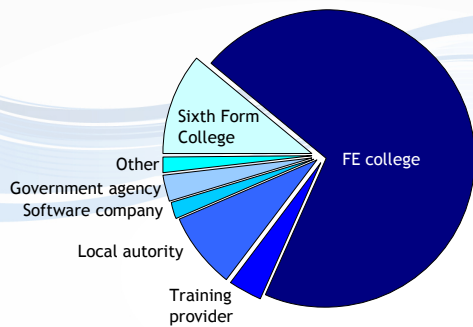What else?

More for less (efficiencies) part 2

Could you increasing provision and contribution rates via:

– Larger class sizes (without compromising quality)

– Increasing the SLN per learner ratio (e.g. Workskills during tutorials)

– Do all three Functional Skills even if success rates may fall

– Improving retention beyond six weeks

– Identify where there are large waiting lists for courses

– Identifying demand and curriculum gaps with high contribution rates

– Increasing volume of 14-15 year-olds and improve the internal progression at 16

– Careful thought around the fees policy for 2011/12, as a means to increase both contribution rates and demand (introduce price discrimination?)

– Growth in Apprenticeships (Intermediate, Advanced and the new Higher) via organic growth and working with low risk sub-contractors
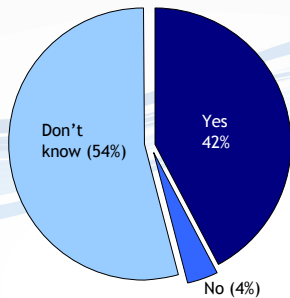
What else?

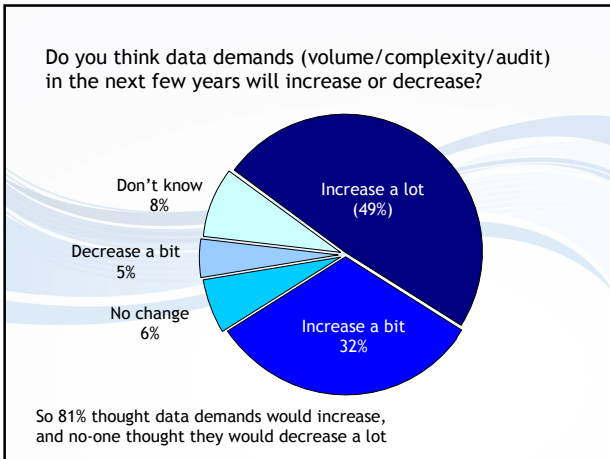## Pre-conference survey (109 responses from delegates)

Which type of provider do you work for?

- Sixth Form College
- Other
- Government agency
- Software company
- Local autority
- Training provider
- FE college

Do you think the move to XML is a step in the right direction?

- Don't know (54%)
- Yes 42%
- No (4%)

"I think it offers more flexability in future. Although it represents a big change we cannot avoid keeping up with developments in technology just to stay with systems we are comfortable with."

Do you think data demands (volume/complexity/audit) in the next few years will increase or decrease?

Don't know 8%

Increase a lot (49%)

Decrease a bit 5%

No change 6%

Increase a bit 32%

So 81% thought data demands would increase, and no-one thought they would decrease a lot

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Is it a good idea for the YPLA to be setting up their own version of the Provider Gateway for document exchange (as announced last week)?

Yes 7%

Don't Know 25%

No 68%

Selection of survey comments

"Why does the ILR need a new name just because it has a new format? Should I change my name next time I get a haircut?"

"I feel there is a culture of divide and confuse - with more/changed portals/gateways/bodies/names/acronyms, etc"

"Current system is not robust enough. However being a college that develops our own system the implementation of XML will be a challenge

"XML is now pretty much standard in terms of data transfer so it makes sense to move to this format. The change shouldn't really make that much difference from a day to day usage point of view."

"Lara was my only love who jilted me at the altar. I will never be able to use it. I am crying now"

Thank you

Have a safe journey home

Lsect
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