
Ymateb i Ymgynghoriad / Consultation Response

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Pwnc / Subject:	Proposed changes to the ACL performance measures methodology

Background information about Estyn

Estyn is the Office of His Majesty's Inspectorate for Education and Training in Wales. As a Crown body, we are independent of the Welsh Government.

Our principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000¹ and the Education Act 2005. In exercising its functions, we must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by those receiving education and training in Wales;
- Quality of leadership and management of those education and training providers, including whether the financial resources made available to those providing education and training are managed efficiently and used in a way which provides value for money;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Our remit includes (but is not exclusive to) nurseries and non-maintained settings, primary, secondary, special and all age schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and initial teacher training.

We may give advice to the Welsh Parliament on any matter connected to education and training in Wales. To achieve excellence for learners, we have set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;

¹ This act to be replaced by the Tertiary Education and Research (Wales) Act 2022 when the quality provisions are commenced.

- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

Q1. Do you agree that the methodology for Adult Learning activity outcomes should be changed to make it more consistent with other post-16 learning activities? If not, why not?

Agree - the proposed benefits outlined in the consultation paper appear sound.

It would be helpful to consider where the full range of adult learning activities happening in an area fit into achievement measures, for example those funded through Multiply.

It may also be helpful to provide greater clarity about expected outcomes from participation in ALC, beyond those that are accreditation or qualification based, for example those that may be able to be assessed by tutors.

Q2. Do you agree that the types of activities to be excluded from the measures should be the same as those excluded from the achievement measures used for school sixth form and FE institutions? If not, why not?

Undecided - this appears to be a reasonable proposal however, without access to a full explanation of the exclusion criteria or a list of excluded activities, we cannot provide a fully informed response.

Q3. Do you agree that if a learner takes multiple courses with the same name within the same year at a provider, only one is counted (the one with the latest start date)? If not, why not?

Agree – subject to the following

In some instances within ACL, it may be the case that learners complete a course then legitimately re-enrol onto what appears to be the same course but undertake work to a higher standard or level. The way forward may be to make it clear to providers that they should take care to ensure that course titles accurately show learner progression and that learners within the same teaching group may need to be enrolled onto different courses with differing titles e.g. 'Introduction to office applications E3' or 'Introduction to office applications L1'; not simply be enrolled onto one course entitled 'Introduction to office applications E3-L1'

Q4. Do you agree that if transfers cannot be validated, they should be counted as non-completions? If not, why not?

Agree

Q5. Do you agree that if an activity is recorded using a generic code (L code) and is marked as non-assessable in LA40, it should always be treated as non-assessable (previously it depended on the type of activity)? If not, why not?

Agree - subject to the following.

Whilst applying this change to the most recent data shows that it will have minimal effect, the scale and suitability of providers' use of 'non-assessable' should be monitored to ensure that it remains appropriate and accurate going forward.

Q6. Are there any other comments or queries you wish to raise?

Note 1 – the consultation paper appears to have confused the definitions of attainment rate and success rate in paragraph 8 (shown below).

'The changes are to the methodology only and the current measures will still be used to calculate learner outcomes:

- *Completion rate - the proportion of learning activities undertaken that were completed.*
- *Success rate - the proportion of completed activities which lead to the attainment of a qualification.*
- *Attainment rate - the proportion of learning activities started, which lead to the attainment of a qualification.'*

We assume that the above is a clerical error and that the definition of success rate is in fact given by the third bullet point above, not the second. If we have misunderstood and the above definitions are as they should be, please let us know.

Note 2 - We would encourage Welsh Government to update its records of ACL partnerships as used to structure the Llwr Inform portal's ACL reports. In some cases, it does not appear to reflect the current partnership setup.

Please send this response form and any other feedback to post16quality@gov.wales by Friday 21 June 2024.