



WEEKLY DEPARTMENT FOR
EDUCATION PUBLICATIONS
INSIGHT

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Date	Title	Type	Document Details
19 November 2018	Accelerated degree courses: assessment of impact	Impact assessment	This assessment considers the impact of increasing the annual fee cap for accelerated degrees – on provision, uptake, and outlay
19 November 2018	Review of TEF: terms of reference	Policy paper	<p>The terms of reference sets out the objectives of the independent review and how it will work with other TEF developments.</p> <p>The Secretary of State has appointed Dame Shirley Pearce to be the independent reviewer with administrative support from the Department for Education. She will also establish a small advisory group comprising relevant experts to provide advice and help inform her review.</p> <p>The independent reviewer will seek views from stakeholders to inform her review. A consultation will launch soon and will provide a mechanism for stakeholders and users to provide feedback and suggest ideas to inform the review.</p>
19 November 2018	Basic need allocations	Guidance	<p>Basic need funding is the money given to local authorities each year to help them fulfil their duty to make sure there are enough school places for children in their local area.</p> <p>The allocations announced in 2018 will allow local authorities to create the new school places they need by September 2021.</p>
20 November 2018	College staff survey: 2018	Research and analysis	<p>Research on improving workforce data in further education (FE) based on surveys and questionnaires returned by staff in general further education (GFE) and FE specialist colleges in England.</p> <p>These reports analyse the experience and expectations of teachers and leaders in further education (FE). The research is based on information returned in:</p> <ul style="list-style-type: none"> • principals' surveys • teachers and leaders surveys • college staff questionnaires <p>The Department for Education (DfE) will use the findings of this report to improve workforce data. A follow-up survey will take place in 2019 to find out why staff changed role or left the FE sector.</p>
20 November 2018	FE learners and apprentices survey	Research and analysis	<p>This report provides a detailed picture of learners' and apprentices' journeys, including:</p> <ul style="list-style-type: none"> • a detailed understanding of the background of FE learners and apprentices

			<ul style="list-style-type: none"> information from learners and apprentices on their experiences and perceptions and outcomes <p>This study also sought to obtain consent from respondents to match their responses to the longitudinal educational outcome (LEO) dataset, allowing additional future analysis of outcomes.</p>
20 November 2018	<u>Post-16 education: outcomes for disadvantaged students</u>	Research and analysis	<p>This research compares students' level of education and qualification route to their employment and earnings in later life. It includes information on:</p> <ul style="list-style-type: none"> personal characteristics such as age, gender, disadvantage level of education including GCSE attainment and highest level qualification by age 25 employment and earnings in the 2016 to 2017 tax year
20 November 2018	<u>National Leaders of Governance for further education: national leaders</u>	Guidance	A list of current National Leaders of Governance for further education.
20 November 2018	<u>National Leaders of Governance for further education: guidance</u>	Guidance	<p>Guidance on the role of National Leaders of Governance (NLGs) in supporting college improvement. It includes information on:</p> <ul style="list-style-type: none"> how the new further education programme will operate who's eligible to apply <p>Serving governors and clerks at further education (FE) colleges are eligible to apply.</p>
20 November 2018	<u>Further Education Commissioner: annual report 2017 to 2018</u>	Corporate report	<p>The Further Education Commissioner reports on:</p> <ul style="list-style-type: none"> his activity between 1 September 2017 and 31 July 2018 the state of the further education college sector
20 November 2018	<u>Identifying FE teacher comparators</u>	Research and analysis	<p>The teaching comparators are based on an exploratory statistical analysis of occupations in terms of:</p> <ul style="list-style-type: none"> pay (experimental) working hours demographic profile qualifications <p>The analysis aims to develop knowledge and understanding of the characteristics of people teaching in the FE sector. It also looks at roles FE teachers would likely do in the commercial sector.</p> <p>The research looked at data from the:</p>

			<ul style="list-style-type: none"> • labour force survey • FE staff individualised records • annual survey of hours and earnings <p>The findings were crosschecked against actual labour market flows and views from sector stakeholders.</p>
21 November 2018	<u>Evaluation of the regional academy growth fund</u>	Research and analysis	<p>The Department for Education commissioned this qualitative research to understand:</p> <ul style="list-style-type: none"> • execution of the RAGF • experiences and decision-making of MATs in applying for the RAGF • use and effectiveness of funding
21 November 2018	<u>Teachers', leaders' and governors' views on the pay framework</u>	Research and analysis	<p>This research was carried out in 2018 to identify and assess teachers', leaders' and governors' views of the teacher pay framework. This included:</p> <ul style="list-style-type: none"> • the use of teaching and learning responsibility (TLR) allowances • the main and upper pay range • how the framework can best provide a clearer career pathway for classroom teachers <p>The research consisted of:</p> <ul style="list-style-type: none"> • a survey • interviews with headteachers and teachers • webinars with governors
22 November 2018	<u>Public sector apprenticeships in England: 2017 to 2018</u>	Official Statistics	<p>Statistics taken from data provided by public sector organisations to the Department for Education.</p> <p>The statistics cover public sector apprenticeships in England in the first year of the target, 1 April 2017 to 31 March 2018.</p>
22 November 2018	<u>Education and training statistics for the UK: 2018</u>	National Statistics	<p>This statistical release contains data on education and training in the UK. It provides an integrated overview using data collected from:</p> <ul style="list-style-type: none"> • England • Wales • Northern Ireland • Scotland <p>This statistical release has data on schools including:</p> <ul style="list-style-type: none"> • pupils and teachers

			<ul style="list-style-type: none"> • information on further education and higher education institutions and students • education expenditure • qualifications gained
22 November 2018	Widening participation in higher education: 2018	Official Statistics	<p>Statistics providing information on three measures of increasing participation in higher education:</p> <ul style="list-style-type: none"> • estimated percentages of 15-year-olds eligible for free school meals (FSM) who progressed to higher education (HE) by age 19 • estimated percentages of A level and equivalent students, by school or college type, who progressed to HE by age 19 with breakdowns for the most selective higher education institutions • estimated proportions of young people graduating from less advantaged backgrounds on entry to HE and estimated proportions in high-skilled jobs 6 months after graduating. These statistics use the Standard Occupation Classification (SOC) at both points
22 November 2018	Early years funding benchmarking tool	Guidance	<p>The early years funding benchmarking tool and the early years proforma covers all local authorities in England. These funding tools include projected spending in the 2018 to 2019 financial year to provide early entitlement places for 2-, 3- and 4-year-olds.</p> <p>Local authorities can use these tools to compare their local systems and outcomes against other local authorities. They can use these comparisons to support improvements in fairness and increase value for money.</p> <p>Early years providers, parents and others can use these tools to:</p> <ul style="list-style-type: none"> • understand the early education system in their area • understand decisions taken by local authorities • compare these to other local authorities
23 November 2018	Ready reckoner and transition matrices for 16 to 18	Guidance	<p>Use the ready reckoner to calculate level 3 value-added results.</p> <p>The transition matrices spreadsheet shows data for the subjects included in the level 3 value-added measure.</p> <p>Level 3 value-added is a progress measure for school sixth forms and colleges which is used in the 16 to 18 performance tables.</p>