

SIMS

Exams Organiser Results Day Survival Kit 2011

Applicable to 6.84 Onwards

CAPITA

Handbook



Revision History

Version	Change Description	Date
6.84	Results Day Survival Kit 2011	09/08/2011

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Please ensure that you include the module name, version and aspect of documentation on which you are commenting.

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Overview

This document is intended to provide Examinations Officers with all the most up-to-date information to help them achieve successful Results Download Days on the 17 and 24 August 2011.

Procedures to Complete before Results Day

- Upgrade to the SIMS Summer Release to install Examinations Organiser 6.84.



*NOTE: If you have been unable to upgrade to 6.84 in time for the first Results Day, you can still successfully download, analyse and report on the results. Running the **PI Calculations** routine does not compromise later recalculations in version 6.84.*

- Ensure that you have access to the *SIMS Examinations Organiser* handbook for version 6.84. A detailed description of all activities carried out on Results Day can be found in *Chapter 11: Processing Results*, *Chapter 12: Preparing the Data for the Performance Indicator Reports* and *Chapter 13: Producing Reports*.

This handbook can be accessed from the **Documentation Centre** which is launched by clicking the **Documentation** button on the **Home Page** in SIMS. Once open, click the **Handbooks** button, select the required category, then click the required handbook from the **Handbooks** page.

- It is also suggested that you download the *SIMS Guide to Importing and Analysing Examination Results* from SupportNet. The current Resource Number is **18234**. This guide should be read in conjunction with the *SIMS Examinations Organiser* handbook for version 6.84.
- Ensure that you have access to the Capita Children's Services Exams Web Support site at: <http://support.capitaes.co.uk/hottopics>. This site is updated as the Results Day progresses and any issues that are identified are allocated solutions where possible and made available for all registered users.

Access to Results on Download Day

There is a DfE stipulation that although the download of results may commence from midnight on the day before Results Day, i.e. 17 and 24 August, access to results must be limited to Examinations Officers and the Senior Management Team until the official publication days of Thursday 18 and Tuesday 25 August.

Ensure that you have used the provision to specify the required period of embargo, and the personnel authorised to access the results during this period.

The only situation where we have been unable to protect results that are subject to embargo is where **Student Statements of Results** have been exported to the Document Management Server and it is not possible to identify the affected documents.

Notes to Clarify Content in the Exams Organiser Handbook

The following notes are included to clarify some ambiguity concerning interpretation of information given in *Chapter 13: Producing Reports* of the *SIMS Examinations Organiser* handbook.

Group Performance Analysis Summary Columns

Avge is the average score per equivalent entry for the group under analysis. The exact definition of 'equivalent entry' depends on the stage and qualification under analysis, but the general sense relates to whatever has been determined by the DfE as the basic 'unit of currency' at the particular stage. At Keystage 4, it is a GCSE Full Course; at Post-16 level it is a GCE A2 certification.

Other qualifications and levels have been assigned equivalences in this way. A GCSE/SC and a GCE/ASB count as 0.5; GCE/DA counts as 2, GCE/AAS counts as 1.5. GCSE/DA would count as 2, except that two grades are issued, each counting as 1.

For example, in a class of 20 where 12 had achieved a GCSE/FC and 8 a GCSE/SC, the denominator is 16.

If the group is expanded, the same principle applies, except that each row represents a group of one person. However, this does not mean that the denominator is always 1. For example, if the subject is Double Science, and the candidate has achieved 2 B grades, the actual point score is 92, but the average per entry is 46. Accordingly, if the subject is RE and the candidate has achieved a B grade at SC, the actual point score is 23, but the average per entry remains at 46.

This approach ensures consistency when the *Avge* column is taken in the context of the other two columns. If a GCE candidate has achieved 3 A-Levels and 1 AS, all at grade B, the average points per entry ('*All Av*') is 240. If the AS is displayed as 120, and the All Average as 240, a residual of 0 would seem incorrect, but a residual of 120 is inaccurate.

There is some dispute over the use of the term Residual, either the difference between this result and the overall average, or the difference between this result and the average for everything else. In the interests of consistency, and because where the residual is displayed, it uses as its comparator, the value pre-calculated by the PI routine, the first of these alternatives has been adopted.

Group Performance Analysis Classes with Two Courses

The introduction of Course Manager means that it is possible to associate a class with more than one course. The commonest example of this is where Year 11 English classes prepare some or all candidates for English Literature as well as English Language. The likeliest structure for this within Exams Organiser comprises an English Language and an English Literature award, each with its Higher and Foundation options, both linked to a course called English (GCSEF). When GPA reports on this, there is no differentiation, in either Class or Course mode, between the two 'subjects'.

The situation can be improved by using Course Manager. If you have a subject called English Literature (perhaps for GCE purposes), create a course called English Literature (GCSEF), and save it. Link this course to any classes that deliver Literature alongside Language, save it, and run the **Update Course Membership** routine. In Exams Organiser, select **Tools | School Setup | Awards** and associate the Literature award with the new course.

When you next run the **Group Performance Analysis** report, the **Classes** mode operates as before. The results still belong to the correct classes but the Course option can now differentiate correctly between the subjects.

If you want to differentiate at class level, run the **Group Performance Analysis** report twice. For example, in the case of the pattern described above, where Year 11 English sets deliver both Language and Literature, run the **Group Performance Analysis** report once with only the Language award linked to the course, then run it again with only the Literature award linked to the course.

Group Performance Analysis Printing by Course

An issue has been detected whereby if **Course** mode is specified, without **Expand Groups** or **Page per Subject**, and there is only one page of the report, it sometimes fails to print in spite of a successful preview. This behaviour is due to an unidentified problem in the **QuickReports** utility. If this occurs, the option to **Export** is suggested instead.

Group Performance Analysis Class/Course Links

The **Parameters** screen enables you to set a class membership qualifying date. However, the date used to identify the class/course links in operation at the required point of time reflects the season start date. Therefore, successful operation requires that the courses associated with the awards were in operation on (usually) 1 May.



NOTE: The level specified in the course name is not significant for the purposes of this report.

This may cause an issue for schools that have recently revised their class levels using the **Curriculum Matching** wizard.

If the changes were implemented after this date and awards re-linked, two options are available:

- restore the award links to their previous values
- while producing the report, adjust the season start date to a date after the transfer ensuring that you change it back after running the report.

Group Performance Analysis Additional Option

An additional option is available in the GPA. There is a way to calculate residuals against the Matching Qualification, so, if GCSE is selected as the qualification, only GCSEs are taken into account.

PI Calculations

Exams Officers are familiar with the points system for GCSE that was introduced in 2004 – 58, 52, 46, etc. In 2006, a new set of equivalences for Post-16 purposes was introduced. In line with the value of 135 introduced for an A grade at AS taken early by a KS4 candidate, an A at A-Level is valued at 270, a B at 240, C at 210, D at 180 and E at 150, with corresponding values for dual awards (AA, AB, BB, etc.)

These values have been installed for **PI Calculation** purposes as dedicated tables within the Exams area. They are distinct from the generic SIMS Assessment mechanism that is accessed by SIMS Performance. These values initially retained their UCAS definitions, but they have now been brought into line with the AAT figures.

A related effect can be detected in the **Group Performance Analysis** report. The point score for the specific result being reported is read at run-time from the **PI Equivalence** table. The average displayed for the student is the stored value, calculated last time that the **Calculate PI Values** routine was run.

There is only one set of **PI Equivalence** values stored at any time, and these are replaced on an annual basis.

Non EDI Results in PI Calculations

An additional feature was introduced to add and make accessible to **PI Calculations**, additional qualifications that have no basedata support and are not able to be managed through the normal processes. This feature also makes it possible to fine-tune the calculations to produce a closer approximation to official figures.

A number of contexts have been identified where this feature may be necessary:

- Qualifications issued by awarding bodies who are not party to JCQ EDI protocols and for which there is no basedata and no recorded results, primarily City & Guilds in the vocational area and ASDAN and ECDL in the lifeskills area.

- Qualifications issued by UABs in areas where they elect to use alternative mechanisms, primarily ONAT and BTEC, Key Skills and Functional Skills. The issue of proxy basedata by Capita Children's Services has enabled schools to effectively plug the gap.
- Qualifications where the definition in the basedata does not permit appropriate discrimination to occur, such as CiDA and CiDA+.
- Qualifications of types not specified in the Formats and for which proxy basedata cannot be created.
- Pilot schemes, e.g. Projects and Extended Projects for the Diploma.
- Where multiple certifications have been requested and issued for the same collection of units, it is not always possible to select the most appropriate.
- Where the discount code has changed between an AS certification and the corresponding A, correct discounting is not possible. This frequently happens in Maths, for example.
- QCDA have a different understanding of the meaning for **Discount Code**. For example, FSMQ topics that are dissimilar and would not be discounted against each other have been allocated the same code. This results in discounting taking place, by default. Similarly, all competencies in ASSET Arabic are allocated the same code resulting in erroneous discounting.

The calculation process has four main stages:

1. Identification of the Key Stage 4 and 16+ cohorts.
2. Collection of certification results identified by level and discount code, and identification from the **PI Equivalence** table of the points score and contribution to thresholds of each item.
3. Discounting is the comparison of a lower level against a higher, a narrower width against a broader, a lower grade against a higher, etc.
4. Calculation of the required values for each student, e.g. the number of GCSE and equivalents at A*-C and A*-G, specific thresholds relating to Maths and English, Functional Literacy and Numeracy, Sciences and Modern Foreign Language, number of equivalent entries, total point score and capped point score. For schools in Wales, the **Core Subjects Indicator** is introduced and Welsh is recognised as an alternative to English.

The new mechanism splits the process into three distinct menu routes:

- **PI Data Collation**

When run for the first time in a season, the default cohorts are identified, and all eligible results are collected. On subsequent runs, you are offered the option of refreshing the cohort membership. If you have made manual adjustments to the memberships through **Tools | Group Manager**, you should select **No**. Discounting is then applied and the software moves automatically to perform the candidate-level calculations, e.g. the number of A*-C, total points, if Grade C or above has been achieved in Maths and English, etc.

■ Edit PI Data

A browse of all students who have been identified as being actually or potentially involved is displayed, with their 'headline' values. For Key Stage 4, A*-C, A*-G, total points, and average points per entry, and for Level 3, total points and average points per entry. Selecting a student permits the browsing and editing of individual results. It is also possible to batch enter a non-EDI qualification for a number of students. Recalculation does not take place automatically but candidates whose records have been updated are marked as **Recalculate**, and the Recalculate process can be run at any time.

■ PI Performance Calculation

This reads the results recorded for each student, collated, manually updated, or added and then refreshes the calculated values.

At present, the calculated values can be accessed through SIMS Assessment and there are also facilities in SIMS Reporting to retrieve both detailed and summary student level data. To prepare, you must identify the qualifications that you want included, although they may have no basedata. You should access the NDAQ website: www.accreditedqualifications.org.uk/index.aspx to find the required items.

The following table has been included to help you map the data to the fields to be edited on the data entry screen.

EO6 Area	Field	NDAQ Data
KS4 Equivalence	Entry	Generally equivalent to the A*-G value. Entry Level qualifications also count – if a Grade 3 equates to 14 points, entry equivalence is 1.
	A*-C	Contribution to Level 2 Threshold: a single GCSE grade A*-C constitutes 20%, so the A*-C figure is this value /20.
	A*-E	Provided for Northern Ireland. It may be calculated as the threshold figure /20, provided that Points divided by this value ≥ 28 .
	A*-G	Contribution to Level 1 Threshold: a single GCSE grade A*-G constitutes 20%, so the A*-G figure is this value /20.
Level 3 Equivalence	Entry	Equal to A-E value
	A-C	Provided for Northern Ireland. It may be calculated as the threshold figure /50, provided that Points divided by this value ≥ 10 .
	A-E	The Level 3 threshold is 2 A levels, so a contribution of 50% equates to a value of 1 here.
	Points	Points



NOTE: Any item with a Level 3 equivalence also has a KS4 equivalence. Both of these should be recorded.

GCSE Science

A measure that remains unchanged for 2011 is the percentage at the end of Key Stage 4 achieving two or more GCSE results at grade C or above in Science subjects. A number of eligible combinations are specified, the most common are likely to be dual certification Science or applied Science, and 2+ separate Science passes. If separate Sciences are offered, all three must have been attempted, with 2 or more at Grade C or above. The eligible combinations of discount codes recognised by SIMS Examinations Organiser are:

- Dual or double Science 1330, 1370.
- Single Science 1310, with Additional Science 1320 or Applied Science 1670 or Land Based Science 1750 or Additional Applied Science 0028.
- Applied Science Double 0008.
- Applied Science Single 0008, with Additional Applied Science 0028 or Additional Science 1320
- Combinations of single Sciences 1010, 1110, 1210.

Modern Foreign Languages

Two additional measures that remain unchanged for 2011, both relating to performance in Modern Foreign Languages are:

- percentage achieving at least one A*-C at GCSE
- percentage achieving at least one A*-G at Short Course level.

This is straightforward for GCSE, but can become complex with the inclusion of the OCR ASSET 'language ladder' scheme as equivalents. The situation is made easier by the inclusion of OCR discount codes in the basedata. However, complete coverage is not possible because some of the boards have not issued codes for these items. This prevents them from being recognised as eligible for the Modern Foreign Language calculation. It is suggested that you assign code 5910, run the **Collate** routine, edit the **PI Results** to remove any unwanted **Discounted** flags, and then recalculate.

Key Skills Certification

To compensate for missing Key and Functional Skills items in the QAN table, Capita Children's Services issue simulated basedata files for each of the UABs that do not currently provide certification support, Edexcel, OCR and WJEC. The provision of this basedata is due for review this year.

Edexcel	Resource #16747	z6k10_15_16747.zip (EDEXL/KSQ)
OCR	Resource #16749	z6k10_72_16749.zip (RSA)
WJEC	Resource #16760	z6k10_41_16760.zip (WJEC/GCE)

Each comprises a single Syllabus record, coded KSPROX, named Key Skills (CCS Proxy). This acts as the header for three records in the O file:

Code	Level	Type	OCA Code	Title	Gradeset
KSNUM	KSKL/B	CE	HD4	Application Of Number (CCS Proxy)	L
KSCOM	KSKL/B	CE	HD2	Communication (CCS Proxy)	L
KSICT	KSKL/B	CE	CN1	Info & Comm Technology (CCS Proxy)	L

The OCR set also contains Wider Key Skills items:

Code	Level	Type	OCA Code	Title	Gradeset
KSOTH	KSKL/B	CE	AF48	Working With Others (CCS Proxy)	L
KSLRN	KSKL/B	CE	HC7	Improving Own Learning (CCS Proxy)	L
KSPRB	KSKLB	CE	AF73	Problem Solving (CCS Proxy)	L

The Component and Link files are empty. In addition, the Edexcel file set contains data for ALAN, the Adult Literacy and Numeracy qualification.

You can download the files appropriate to your school's Key Skills provision from SupportNet. They can then be imported as basedata in the normal way into the Summer/June 2011 season, and used to create results marksheets for the appropriate groups, probably Curriculum Years. The marksheets accept values 3, 2, 1 or U to indicate the level at which Key Skills certification has been awarded. Results that are manually entered here are visible to PI Collation, and appear on the Statements of Results, although the date of the award is notional, and does not reflect the true date of certification. **No entries or submissions should be attempted.**



NOTE: The CCS Proxy tag is supplied in the interests of clarity, but users who wish to delete it from the Statements of Results may do so by editing the Internal Title of the Element.

DiDA

The Diploma in Digital Applications scheme supplied by Edexcel remains subject to the anomaly that while the achievement of 1 unit (AiDA), 2 (CiDA) or 4 (DiDA) can be distinguished and given due credit, CiDA+, representing three units, has no distinct level identifier and is indistinguishable from CiDA.



More Information:

PI Calculations on page 4

OCR Nationals

The OCR board do not support a concept of series for National qualifications. All results are linked to the registration/entry season in the previous September although results for completed qualifications are issued as available via R files dispatched throughout the year. Therefore, they are available for **PI Calculations** and to the **Student Statement of Results** (academic year option), but not to other Summer based reports and analyses.

JCQ Formats Version 14

JCQ has introduced version 14 of the EDI Formats, with effect from September 2011.

- Additions have been made to the Gradesets file. The updated file can be downloaded from the JCQ website at www.jcq.org.uk.
- The partial absence flag is implemented for additional result types.

The English Baccalaureate

The new English Baccalaureate measure was announced in 2010. However, as the implementation of this was too late for inclusion in the PI software, it is now included in the PI Calculations for 2011. No additional information has been provided that relates to this year's implementation, so the most current official documentation is available from:

<http://media.education.gov.uk/assets/files/pdf/s/statement%20of%20intent%202010%20addendum.pdf>

The indicator calculated for each candidate is a simple Y or N, and the record in the summary table is arrived at by counting the number of Ys.

The calculation for each subject or subject area is described in the following paragraphs. In each case, AS results that have been achieved early at grades A-E against the same discount code, are eligible.

English

A grade C or above in 5010 or 5030.

The following note is given for guidance: The new English Language GCSE Specifications will only count towards the EBacc if taken with the matching English Literature GCSE. A pass in English Literature is not necessary.

It is not clear what this means in terms of discount codes, so it may be the case that some candidates are 'passed' erroneously.

Maths

A grade C or above in 2200, 2210, 2250 or 2340.

The following note is given for guidance: Both the Methods in Mathematics and Applications of Mathematics Linked GCSEs must be taken to meet the EBacc, although a pass in either is sufficient. As with English, in the unlikely event of candidates having entered for one but not the other, over calculations may occur.

Humanities

A grade C or above in 3910, 4010 or 6510.

Languages

A grade C or above in 5510, 5515, 5550, 5630, 5650, 5670, 5690, 5710, 5730, 5750, 5910, 5930, 5950, 5970, 6010, 6030, 6050, 6070, 6090, 6110, 6130, 6150, 6550, 6610 or 6650.

Science

The rules are similar to those for the existing Two Science measure, except that only true GCSEs (including IGCSE) are counted, and Applied Science is ineligible.

Three patterns are recognized:

- Dual Science (1330 or 1370)
- Core and Additional Science (1310 and 1320)
- Two out of three separate sciences provided all three have been studied (1010, 1110, 1210).

The Top Twenty Exam Organiser Solutions

These solutions and many others can be found at:

<http://support.capitaes.co.uk/hottopics>

KB Number	Description
88948	Which version of Exams do I need to be using to import results for 2011?
13749	How to import Exam Results into Exams Organiser
27824	Results files/ Basedata not appearing in EDI EXAMIN directory
2456	How to search for a Results file
20229	Errors on Importing Results: Aspect Type Equivalent for Element nnnn Not Found
25218	Attaching QCA Codes
26021	Error Importing Results: UCI No. in the result file does not match that recorded for candidate
15587	Error Importing Results: Invalid Series Code in File
35577	Amending Exam Results
15405	Viewing Exam Results
25718	Unable to view results entered through External Results Manual Entry
36186	Will the Result Reports work if Courses do not have Levels?
33425	How to link Awards to Courses
36417	How to export the Certification Broadsheet Report correctly
35906	Group Performance Analysis Report: Does not print when generated by Courses
35789	Will the PI Calculations include results for students who have taken Exams early?
36086	Group Performance Analysis Report: Average Calculation is using A – Level GCE Point Score not ASGCE
31714	The located assemblies manifest definition with name LoginProcesses does not match the assembly reference
10100	Import Files are not present for the selected board and season
36722	Exam Results are missing