Processing Results and Calculating PI Data in Exams and SIMS

Applicable to 7.188 onwards
## Revision History

<table>
<thead>
<tr>
<th>Version</th>
<th>Change Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.188 - 1.0</td>
<td>Initial release.</td>
<td>25/06/2019</td>
</tr>
<tr>
<td>7.188 – 1.1</td>
<td>Minor amendments.</td>
<td>18/07/2019</td>
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**Providing Feedback on Documentation**

We always welcome comments and feedback on the quality of our documentation including online help files and handbooks. If you have any comments, feedback or suggestions regarding the module help file, this handbook (PDF file) or any other aspect of our documentation, please email:

publications@capita.co.uk

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

Overview
This handbook has been created to provide you with all the information that you will need to process exam results and prepare and calculate Performance Indicator data in SIMS and Examinations Organiser. It also details how you can produce a number of relevant reports in a variety of formats.

What's New in this Release?
A number of additional features and enhancements have been provided for this release.

Enhancements to the Entry Report
Tools | Examination | Entry Report
The Entry Mode column has been added to the Entry Report output. This column displays the type of entry for each qualification, e.g. private entries (P), centre entries (C), etc.
When defining the report parameters, the Season drop-down list now displays the most recent season at the top of the list.

More Information:
Running the Entry Report on page 109

Enhancements to Manage Performance Indicator
Tools | Examinations | Manage Performance Indicator
Over the last 3 years, GCSEs in England have been reformed to use a new grade set of 9-1 instead of the legacy grades of A*-G. However, not all reformed GCSEs were introduced at the same time. English and Maths results were first achieved in 2017. Most of the remaining GCSEs achieved their first reformed results in 2018. In 2019, the remaining GCSEs will be graded at 9-1. There may be a small number to be updated in 2020 but for 2019, almost all GCSEs are on the 9-1 grade set.
To minimise the need for schools to input points and values manually for additional 9-1 GCSEs from Summer 2019 onwards, the Populate Grade Details from Similar QNs process has been provided.
Details of existing qualifications with the same qualification type and grade set that are already present in SIMS are displayed for selection, so that the existing points and values can be copied and applied to any new qualifications that share the same qualification type and grade set. It is also possible to apply existing points and values via the Add Existing QN button.

More Information:
Managing Performance Indicators on page 24
Adding an Existing QN to the Current Exams Season on page 45

Enhancements to Edit PI Data
Tools | Examinations | Edit PI Data
A number of enhancements have been made to Edit PI Data to accommodate DfE changes for 2019.

Edit PI panel
- A*-C column renamed to KS4 9-4
- A*-G column renamed to KS4 9-1
- L3 Pts column renamed to KS5 Pts
- L3 Ave column renamed to KS5 Avg
- KS4 Ave column renamed to KS4 Avg.

Performance Results panel
- KS4 A*-C column renamed to KS4 9-4
- KS4 A*-G column renamed to KS4 9-1.

The following columns have been added to display the correct points counted for a qualification result (e.g. Advanced Subsidiary (AS) Levels) when taken at either KS4 or at KS5:
- KS4 Points
- KS5 Points.

Add Results dialog
In the KS4 Equivalences section:
- A*-C renamed to 9-4
- A*-G renamed to 9-1.

In the KS5 Equivalences section:
- Level 3 Equivalence renamed to Key Stage 5 Equivalence.

More Information:
Adding a PI Result to an Individual Student in SIMS on page 52
Adding a PI Result to Multiple Students in SIMS on page 60
Additional 9-1 Subjects for KS4 Qualification Discounting

**Tools | Examinations | Edit PI Data**

Additional subjects for the GCSE 9-1 qualification have now been incorporated into the Edit PI Data discounting calculations.

Once new reformed GCSEs (9-1) are introduced for a subject, the old-style legacy GCSEs (A* to G), International GCSEs or Level 1/Level 2 Certificates in the same subject are no longer counted in the performance tables. This includes early entries for legacy qualifications prior to 2017 and 2018. From 2019, the only GCSEs counted in the following subjects are the new reformed GCSEs graded 9-1. This includes EBacc Subjects.

<table>
<thead>
<tr>
<th>Reformed 9-1 GCSEs count only in these subjects for EBacc</th>
<th>Other Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Arabic</td>
<td>Business</td>
</tr>
<tr>
<td>Bengali</td>
<td>Classical Civilisation</td>
</tr>
<tr>
<td>Chinese</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Italian</td>
<td>Economics</td>
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<tr>
<td>Japanese</td>
<td>Electronics</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>Engineering</td>
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<td>Modern Hebrew</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Panjabi</td>
<td>Geology</td>
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<tr>
<td>Polish</td>
<td>Media Studies</td>
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<tr>
<td>Russian</td>
<td>Psychology</td>
</tr>
<tr>
<td>Urdu</td>
<td>Sociology</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

**More Information:**

*Adding a PI Result to an Individual Student in SIMS* on page 52

*Adding a PI Result to Multiple Students in SIMS* on page 60

**Updates to the Estimated Attainment 8 Table**

**Focus | Assessment | Marksheet Entry**

The Estimated Attainment 8 Table has been updated to reflect changes to the Key Stage 2 Fine Level for 2019.

**More Information:**

*Estimated Attainment 8 Average/Attainment 8 Average* on page 80
Enhancements to the Key Stage 4 Performance Indicator Reports

Tools | Examinations | PI Reports

A number of enhancements have been made to the PI reports to reflect DfE requirements for 2019.

KS4 Summary Report Output

Two rows have been added to the Progress 8 section of the summary report output:

- Progress 8 Score (Adjusted)
- Progress 8 Score (Unadjusted).

These rows display school-level information for the Progress 8 Measure. The Progress 8 Score (Adjusted) row adjusts the individual student's Progress 8 value by applying a minimum progress score that can be assigned to students within Prior Attainment groups where negative scores are recorded.

The Progress 8 Score (Unadjusted) row provides a comparison with the Progress 8 Score (Adjusted) row value. Adjustments are not applied to this row value or to an individual student's Progress 8 score.


KS4 Detailed Report Output

Two columns have been added to the Progress 8 section of the detailed report output:

- Prog. 8 Score (Adjusted)
- Prog. 8 Score (Unadjusted).

These columns display values as detailed in the previous item.

More Information:
Performance Table Report KS4 - Summary Output on page 90
Performance Table Report KS4 - Detailed Output on page 97

Enhancements to the Age 16-18 Performance Indicator Reports

Tools | Examinations | PI Reports

A number of enhancements have been made to the PI Reports to reflect DfE requirements for 2019.

Age 16-18 Summary Report Output

Two rows have been added to the Additional Measures section of the summary report output:

- Number of students who achieved A*-C in GCSE Maths (or equivalent) by the end of Key Stage 4
- Number of students who go on to achieve an approved Level 3 Maths qualification.
These rows provide school-level information relating to the Level 3 Additional Maths Measure.

**Age 16-18 Detailed Report Output**

Two columns have been added to the Additional Measures section of the detailed report output:
- In Scope Level 3 Maths
- Level 3 Maths Achieved.

These columns provide student-level information relating to the Level 3 Additional Maths Measure.

**More Information:**
- Performance Table Report 16-18 - Summary Output on page 99
- Performance Table Report 16-18 - Detailed Output on page 107

**Enhancements to the Subject/Grade Analysis Report**

**Reports | Results | Subject/Grade Analysis**

The report now populates the A*-C column when <All> is selected from the Season drop-down list in conjunction with the Level of 9FC - GCSE (9-1) Full Course.

**More Information:**
- Subject/Grade Analysis Report on page 128
- Running the Group Performance Analysis and Subject/Grade Analysis Reports on page 6

**Annual Updates to the NIEFQAN Import Utility for 2019**

**Applicable to schools in Northern Ireland only**

**Tools | Performance | Exams | Import Qualification Data**

The NIEFQAN.xml file has been updated in line with the requirements for 2019.

**Average Point Score Per Entry Row Removed from the 16-18 Summary Report**

**Applicable to schools in Northern Ireland only**

**Tools | Examinations | PI Reports**

The Average Point Score per Entry row has been removed from the 16-18 Summary report. This data is not visible when printing the report to Word or to Excel. However, this data is still displayed after selecting the XML export option.
Running the Group Performance Analysis and Subject/Grade Analysis Reports

**IMPORTANT NOTE:** Examinations Officers must be aware that the following reports need to be run twice; once for the reformed 9-1 qualifications and again for the legacy A*-C qualifications.

**Group Performance Analysis and Subject/Grade Analysis Reports**

In Examinations Organiser, select Reports | Results | Subject/Grade Analysis.

These reports must be run twice; once for the reformed 9-1 qualifications and again for the A*-C qualifications.

Ensure that the correct Level is selected from the drop-down list. The GCSE (9-1) Full Course level relates to the reformed 9-1 GCSEs. The report populates the A*-C column when <All> is selected from the Season drop-down list in conjunction with the Level of 9FC - GCSE (9-1) Full Course.

Additional Levels can be selected in the Subject/Grade Analysis Report Criteria dialog and the Group Performance Analysis Report Criteria dialog for 9FC (Full Course), 9SC (Short Course) and 9DA (Double Award - Science).
The **GCSE Full Course** level relates to the legacy GCSEs.

**Group Performance Analysis Classes with Two Courses**

In Examinations Organiser, select **Reports | Results | Group Performance Analysis**.

It is possible to associate a class with more than one course using the Course Manager functionality. The most common reason for doing this is where year 11 English classes prepare some or all candidates for English Literature as well as English Language. The most likely structure for this within Examinations Organiser comprises an English Language and an English Literature award, each with a higher and foundation option, both linked to a course called English (GCSEF). When the Group Performance Analysis (GPA) report is run, there is no differentiation, in either class or course mode, between the two ‘subjects’.

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 SIMS via **Tools | Academic Management | Course Manager | Update Course Memberships**.

When you next run the Group Performance Analysis report in Examinations Organiser, 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 previously, 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.
Where to Find More Information

Online help can be accessed by pressing **F1** or clicking the applicable **Help** button in SIMS.

A wide range of documentation is available from the SIMS **Documentation Centre**, including handbooks, quick reference sheets and tutorials. Click the **Documentation** button located on the top right-hand side of the SIMS **Home Page**, select the required category and then select the document you require. Alternatively, use the **Search** facility to locate the required document.

Documentation is also available from the My Account website ([https://myaccount.capita-cs.co.uk](https://myaccount.capita-cs.co.uk)).

1. Enter the required text in the **Search** field to display a list of documents that match the search criteria.
2. To refine the search further, click **Documents** and then select the required **Document type**, **File type** and/or **Date** range (click **Show more** to view additional options, if required).

Alternatively, click **SIMS Publications** located in the **Popular Searches** list to display a list of all SIMS publications.

The search results are displayed automatically.

Tips for using the My Account Search Facility

Here are some key tips for using the search facility in My Account. For additional explanations, please refer to the My Account website.

**NOTE: You no longer need to use + / - / "" when searching.**

- Cut down on the amount of words that you type in the search field and only use key words, e.g. instead of typing pupil/student showing as a contact search for the word contact.
- Use the **Product Type** filter to refine results further.
- Use the advanced filters located on the left-hand side of the **Search results** page.

The following additional handbooks for Examinations Organiser are available from the **Documentation Centre**:

- Additional Key Stage 4 Assessment Resources
- Preparing Examinations Organiser for an Exams Season
- Guide to Importing and Structuring your Basedata
- Administering and Registering Candidates for Exams
- Setting Up Domestic Exams in Examinations Organiser
- Using the Unit Seating Wizard in Examinations Organiser.
Important Note Regarding the Results Day ‘Embargo’

Examinations Organiser can employ an embargo on Results Download Day, which prevents the viewing of examination results in SIMS. On these days, examination results can only be viewed by the Examinations Officer and staff members who have been assigned appropriate permissions or those who have been granted an exemption. However, it is still possible to view examination entries, forecasts and coursework marks in SIMS on these days.

On Results Download Days, Exams Officers should also restrict the viewing in SIMS of aspects, grade sets, etc. from Examinations Organiser.

In SIMS, select **Tools | Performance | Options** to display the **Options** dialog.

Deselect the **Toggle Global Exams Filter** check box and click the **OK** button.

If you deselect the **Toggle Global Exams Filter** check box, then all other users will find that the **View Exams** check box is greyed out and cannot be accessed. This means that the Exams Organiser elements remain hidden from them.
02 | Processing Results

Assessment Marksheet View Before Employing the Embargo

Exam results are visible in Assessment marksheets prior to employing the embargo.

<table>
<thead>
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<td>C</td>
<td>E</td>
</tr>
</tbody>
</table>

Assessment Marksheet After Employing the Embargo

Exam results are hidden from view in results columns in Exams marksheets and any columns in Assessment marksheets that use Exam Result aspects.

Importing Results

Once the examination boards have released the results files and you have downloaded these results files and placed them in the Examin folder, you must then import the results into Examinations Organiser.

Results files are posted on the Internet site of each individual examination board. Contact the examination boards directly for instructions on downloading result files.

Additional Resources:

Examination Board Contact Details in the Additional Information chapter of the Preparing Examinations Organiser for an Exams Season handbook
Making the Selection

1. Select **Tools | Import Results & Enrolments** to display the **Import Results & Enrolments** dialog.

The **Import Results & Enrolments** dialog displays the **Import Status** for the selected file and also any **Errors** that occurred throughout the import process.

2. Select whether you wish to import **Results** from any examination board or **Enrolments** from the Edexcel (Pearson) examination board by selecting the appropriate radio button.

3. Click the **Navigator** button adjacent to the **Filename** field to display the **Import Result Files** dialog.

4. Select the results file you wish to import and click the **OK** button to confirm your selection and return to the **Import Results & Enrolments** dialog.

5. Select the appropriate **Log Import Errors** check boxes to determine the types of error to be written to file should they occur. The options available vary depending on the type of import you wish to perform.

6. Click the **Import File** button to import the selected file with the appropriate options.
   
   The **Import Status** and **Errors** boxes update accordingly as the import proceeds.

7. Once the import process is complete, the **Print** and **Save** buttons are made available for selection.
Click the **Print** button to print the details displayed in the **Errors** box or click the **Save** button to save these details to a filename and location of your choice.

8. Click the **Close** button to return to Examinations Organiser.

9. To ensure that the results have been imported correctly, select **Reports | Statement of Student Results**.

### Dealing with Errors when Importing Results

When importing the results, you may discover a number of errors, either in the results file itself or in the data on your system. A summary of the import errors can be found below, together with an explanation of how to resolve such errors.

<table>
<thead>
<tr>
<th>Error</th>
<th>Cause</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results for elements absent from imported basedata</td>
<td>Results have been imported for elements that were not imported as basedata</td>
<td>Refresh basedata with the missing elements</td>
</tr>
<tr>
<td>Results not matched by an entry</td>
<td>Results imported from the results file do not have a corresponding entry in Examinations Organiser</td>
<td>No action necessary as the results may stand by themselves</td>
</tr>
<tr>
<td>Results indicated as being returned against a different element entry</td>
<td>Results imported for an element that is different to the element for which an entry was made</td>
<td>The system will check that the element for which the grade is issued has been imported and record the result against this</td>
</tr>
<tr>
<td>Results with a Partial Absence flag</td>
<td>The examination board has recognised that the grade issued is awarded against less than the complete list of components</td>
<td>This report is for information only</td>
</tr>
<tr>
<td>Results which differ from a previous import</td>
<td>The examination board has updated a result</td>
<td>This report is for information only as the system will overwrite the existing result</td>
</tr>
<tr>
<td>Result not in range defined for the aspect</td>
<td>Results imported are deemed to be invalid, according to the range of valid entries in its associated aspect</td>
<td>Contact the appropriate examination board</td>
</tr>
<tr>
<td>Results not matched by an enrolment</td>
<td>Results imported from the results file do not have a corresponding enrolment in Examinations Organiser</td>
<td>No action necessary as the results may stand by themselves</td>
</tr>
</tbody>
</table>
Viewing Examination Results in SIMS

Once examination results have been imported, this information can be viewed in Examinations Organiser and SIMS, together with any outstanding examination entries and forecasts and coursework marks.

**IMPORTANT NOTE:** It is not possible to view examination results via the Examinations link in SIMS on Results Download Day, if the embargo has been specified. Where an exception to the embargo has been given, results can be viewed via the Examinations Link. It will still be possible to view examination entries, forecasts and coursework marks in SIMS.

To view a student’s examination details in SIMS:

1. Log into SIMS.
2. Select **Focus | Student | Student Details** to display the Find Student browser.
3. Search for and highlight the student whose examination results you wish to view.
4. Click the **Open** button to display that student’s details on the **Student Details** page.

The **Student Details** page displays all the information that has been entered relating to the specific student.

It is possible to view the student’s **Examinations** information that is available within the system, which is drawn from Examinations Organiser.

**NOTE:** This information is read-only. To make any changes to this information, you must use Examinations Organiser.
5. Click the **Examinations** hyperlink in the **Links** panel on the right-hand side of the page to display the **Student Examination Results Detail** page.

Any examination **Results, Endorsements and Equivalents** are displayed, together with details of any outstanding **Entries and Forecasts**, as well as any **Coursework Marks**.

6. Click the **Back** button to return to the **Student Details** page, if required.
Introduction

The Performance Indicators functionality in SIMS is useful to the Examinations Officer on or immediately after exam results day in August, when you prepare the reports required by school management. You can enter PI or non-EDI values at any time once the PI Summer season has been defined.

More Information:
Setting up a PI Season and Performance Indicator Parameters in SIMS on page 19

Creating the Performance Indicator Cohorts

Once the examination results have been imported, the PI collation process is automatically initiated when you first access the Edit PI Data menu route in SIMS. This creates either one or two cohort groups, depending on your school phase.

The first group contains students on-roll on School Census day (the third Thursday in January - England only), and PLASC day in Wales, and who were recorded as being members of Curriculum Year 11 at this date. This group is called 201n KS4, where 201n is the year in which the results are considered.

The second group is called 201n Age 16+, where 201n is the year in which the results are considered. The group contains students who meet the following criteria:

- the students have been entered for at least two qualifications, each of which is at least the size of an A Level; or they have been entered for at least one qualification the size of at least two A Levels, in the reporting year; or
- the students have been allocated to the same provider for the last two years, in years 13 or 14 and have been on-roll for two previous Census dates; or
the students are 18 years of age at the start of the reporting year and have not been reported in the Performance Tables at their current allocated provider (these students must be identified by the Examinations Officer).

Permissions for Accessing Performance Indicators Menu Routes in SIMS

A menu permission called **PI Setup** is available from System Manager, enabling you to access the Examinations PI menu routes in SIMS.

<table>
<thead>
<tr>
<th>Menu Route</th>
<th>Role</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>Import Qualification Data</td>
</tr>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>Manage Performance Indicator</td>
</tr>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>Edit PI Data</td>
</tr>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>PI Reports</td>
</tr>
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<td>Tools</td>
<td>Examinations</td>
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<tr>
<td>Tools</td>
<td>Examinations</td>
<td>Entry Report</td>
</tr>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>External Results Manual Entry</td>
</tr>
<tr>
<td>Tools</td>
<td>Examinations</td>
<td>QN Correlation Report</td>
</tr>
</tbody>
</table>

When the exam results embargo is in place, all staff members who have been granted permissions to access the Examinations menu routes in SIMS can access the **Edit PI** and **PI Reports** menu routes.
Importing Qualification Data for Performance Indicators

Qualification Numbers (QNs) are applied to each individual exam award. These are used to universally identify the exam board provider, the level being studied and the subject of an exam. To ensure that the most current QNs available for each course of study are being used, you are strongly advised to download and then import the QWS catalogues provided by the DfE before starting each School Census return (https://collectdata.education.gov.uk/qwsweb/default.aspx). The import of the latest QWS catalogues is also required before Performance Indicator (PI) calculations can be performed.

Schools in Northern Ireland must continue to import the NIEFQAN.xml file provided by C2K. DAQW compiles the details of recognised Awarding Bodies and their qualifications for Northern Ireland, together with the grades, points values, equivalences and thresholds of the qualifications.

1. In SIMS, select **Tools | Examinations | Import Qualification Data**. If you have not already downloaded the most recent files, please do so before continuing. The necessary files can be obtained from the Department for Education QN Web Site https://collectdata.education.gov.uk/qwsweb/(S(tr0gbpqe3f5zbd20aqx0123z))/Main.aspx.

2. After downloading the latest files, click the OK button to display the **Import Qualification Data** page.
3. In the **Select Catalogue Files** panel, click the **Browser** button adjacent to the relevant file type field and navigate to the location of each file. Highlight the required file and click the **Open** button. You must ensure that the file selected for each file type is the correct one.

As long as you have selected the correct file name for each file type, when you click the **Import Catalogue Files** button, the files are automatically imported in the correct order. This may take a few minutes. When the files have imported successfully, the **Activity Log** confirms what has been imported.

4. Click the **Close** button.

It is possible to print two reports from the **Review QANs** panel. These reports enable you to check the integrity of the QNs in the basedata:
03 | Preparing the Data for the Performance Indicators Reports

- Certification Elements without QANs - this report lists the **Series Code**, **Series Description**, **Board**, **Entry Code** and the **Title** of all basedata elements without a QN. You must enter the missing QNs (in Examinations Organiser via **Focus | Basedata**) to ensure the accuracy of the PI data in Examinations Organiser.

- Certification Elements with unmatched QANs - this report lists the **Series Code**, **Series Description**, **Board**, **Entry Code**, **Title** and **QAN** of all basedata elements that have a different QN from the QN details provided in the relevant file. You must correct the QNs in the basedata to ensure the accuracy of the PI data in Examinations Organiser.

**NOTE: Both of these reports check the QN information held for the past four years.**

Setting up a PI Season and Performance Indicator Parameters in SIMS

Before using the **Edit PI Data** menu route in SIMS, ensure that the current Summer season has been selected.

**IMPORTANT NOTE:** To ensure that a season is considered as a Summer season in SIMS, the **Start** and **Finish** dates that you define must encompass the month of June. The month of June must also be included in the Season Pattern defined via **Tools | School Setup | Season Pattern** in Examinations Organiser.

1. Select **Tools | Examinations | PI Setup** in SIMS to display the **PI Setup** page.
03 | Preparing the Data for the Performance Indicators Reports

All previous open examination seasons are displayed in the Seasons panel with their Title and Start and Finish dates. The default season as specified in Examinations Organiser is identified by a tick in the Default column.

2. Double-click the Title of the required season to change the selected season to the relevant PI Summer season. A confirmation dialog is displayed.

![Confirmation Dialog]

**IMPORTANT NOTE:** You can only access the Edit PI Data menu route if the selected season is a Summer season.

You must also specify the storage location for all Performance Reports, using the Folder for Performance Reports panel. The storage location must be on a secured shared area on the school’s network. If you set the storage location to the Documents folder on your PC, the storage location for all other users will default to their user specific Documents folder.

![Folder for Performance Reports]

**IMPORTANT NOTE:** When specifying the storage location for all Performance Reports, it is suggested that consideration is given to any active embargo and the possibility of the exam results being visible to users who may not be authorised to view them.

3. Click the Search button to display the Browse For Folder dialog.

![Browse For Folder Dialog]
4. Navigate to the required storage location for the Performance Reports and click the OK button. Alternatively, click the Make New Folder button to create a designated storage folder.

Cloning QNs from the Previous Year

It is possible to clone all the QNs imported from the previous Summer season that have results recorded against them, and copy them into the current **Performance Measure Year**. This assists with the process of managing performance indicators because the majority of the information required for the current exam season can be cloned and checked thoroughly instead of being input in its entirety again.

**NOTE:** Ensure that the CRD or CKD process has been run in the previous year before cloning.

1. In SIMS, select **Tools | Examinations | PI Setup** to display the PI Setup page.

All previous open examination seasons are displayed in the **Seasons** panel, together with their **Title** and **Start** and **Finish** dates. The default season as specified in Examinations Organiser is identified by a tick in the **Default** column.
2. In the Select Clone to create a copy of all QNs used in the previous year panel, highlight the previous Performance Measure Year and click the Clone button.

When the process has completed, an entry for the current Performance Measure Year is displayed in the Select Clone to create a copy of all QNs used in the previous year panel.
A confirmation message is displayed at the bottom of the page.

Unlocking a Season that has been Locked Automatically

It is important to understand that the ending and the locking of an Exams season are two separate processes. The status of the season has an impact on the activities that can be carried out.

When an Exams season is first created, it remains open throughout a specified date range. You specify the start and finish dates for the season and when the finish date is reached, the season automatically ends but is not locked.

Seasons are locked automatically on 31 January of the year following the issue of the exam results.

1. Select Tools | Examinations | PI Setup to display the PI Setup page.
2. Highlight a season that is not currently selected as the **Default**.
   If the season has already been closed and all PI calculations, collations and analysis have been carried out, you cannot use this season to apply additional PI functionality. A warning message is displayed.

   ![Warning Message](image)

3. Click the **OK** button.

**Locking and Unlocking All Examination Seasons**

This process enables the locking and unlocking of all examination seasons, with the exception of the current season. It is not possible to lock or unlock a specific season using this method.

1. Select **Tools | Examinations | PI Setup** to display the **PI Setup** page.
2. Click the **Lock Seasons** button to display a confirmation message.

3. Click the **Yes** button if you want to continue.
4. If you want to unlock seasons, click the **Unlock Seasons** button to display a confirmation message.

5. Click the **Yes** button if you want to continue.

**Managing Performance Indicators**

All QNs (previously known as QANs) that have results recorded against them in the previous exams season can be cloned and copied into the current PI Summer exams season. Any QNs that were not used in the previous season and do not have results recorded against them will not be cloned. However, the detail of all historical, unused QNs is retained in SIMS and is available for use if there is a need to include a previously unused QN in the current exams season. If a QN is required for a brand new qualification being offered in school, it is possible to add the new qualification details and the associated QN.

You must have defined the current season in Examinations Organiser before proceeding. The PI Summer season in SIMS must be set as the **Default** and must not be locked. After cloning QNs from the previous year, the **Manage Performance Indicator** menu route becomes available in SIMS.

**IMPORTANT NOTE:** It is not possible to edit the Performance Points for QNs in the previous PI Summer season.
Check List for 2019

The following check list provides an outline of the necessary actions in the order, in which they must be undertaken.

<table>
<thead>
<tr>
<th>Step No.</th>
<th>Action</th>
<th>Location or Menu Route</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Define the new Summer season in Examinations Organiser.</td>
<td>In Examinations Organiser, via **Tools</td>
</tr>
<tr>
<td>Step 2</td>
<td>Download and import the most up-to-date QWS files.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 3</td>
<td>On the <strong>PI Setup</strong> page, set the new Summer season as the default PI Summer season and ensure it is unlocked.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 4</td>
<td>Ensure that the CRD or CKD process has been run for the previous year before cloning QNs.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 5</td>
<td>Clone the QNs used in the previous year so that they are copied into the new Summer season.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 6</td>
<td>Search for and delete any QNs that will not be in use this year.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 7</td>
<td>Manually add any additional QNs that will be required for the new season.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 8</td>
<td>Work through the <strong>Performance Indicator Details</strong> for each QN type and check that the details, point values and entry equivalences are recorded accurately for both Key Stage 4 and 16-18 for the forthcoming exams season.</td>
<td>In SIMS, via **Tools</td>
</tr>
<tr>
<td>Step 9</td>
<td>Ensure that all qualifications for the 16-18 cohort have been assigned to the relevant discount family.</td>
<td>In SIMS, via **Tools</td>
</tr>
</tbody>
</table>
Additional Information Relating to the Step Numbers

Step 1
To ensure that a season is considered as a PI Summer season in SIMS, the **Start** and **Finish** dates that you define must encompass the month of June. The month of June must also be included in the Season Pattern defined in Examinations Organiser via **Tools | School Setup | Season Pattern**.

Step 2
To ensure that you are using the most current QNs available for each course of study, you are strongly advised to download and then import the QWS catalogues provided by the DfE before undertaking the Manage Performance Indicators process.

Step 3
When an Exams season is first created, it remains open throughout a specified date range. You specify the start and finish dates for the season and when the finish date is reached, the season ends automatically but it is not locked. Seasons are locked automatically on 31 January of the year following the issue of the exam results.

Step 4
Ensure that the CRD or CKD process has been run for the previous year before cloning QNs.

Step 5
This procedure clones all the QNs imported from last year's Performance Measures file that have results recorded against them in the previous exams season, and copies them into the current **Performance Measure Year**.

NOTE: Any details added to the new Level 3 Maths Additional Measure will not be cloned in the new Exams season. To use this functionality in SIMS, ensure that the relevant data is added manually.

Step 6
This does not delete the QN or any results recorded against them; it removes these QNs for use in the current season. A QN can be added to the current season manually if it is required.

Step 7
These QNs are likely to be qualifications that were valid in the previous year but were not included in last year's Performance Measures file, or new QNs for this year. Qualifications that have never been awarded in your school before but were present in the up-to-date QWS files can be added by clicking the **Add Existing QN** button because the details are stored in the SIMS database. The **Add New QN** button should be used to create new qualifications that will be awarded for the first time in the current exams season.

If a school needs to add a qualification result for a student that counts towards the Performance Measures and is not in the QWS file, then results can still be added in SIMS (via **Tools | Examinations | Edit PI Data**).
A pair of discount codes can now be assigned to one qualification for both cohorts. This ensures that the point values and equivalences entered in the **Grade Details** panel of the **Manage Performance Indicator Details** page are applied correctly across the two age groups studying the same qualification.

To ensure that the discounting is calculated correctly for an AS, FSMQ or Level 2 qualification that can be studied by both the Key Stage 4 and 16-18 cohorts, a discount code must be selected for both cohorts.

**Step 8**

You are advised to work through the Performance Indicator Details by searching for a specific qualification type in the **Find Qualification for 201n browser**, e.g. GCSE, followed by GCE AS, GCE A2, etc. and work through each qualification type systematically before moving on to the next qualification type.

**Step 9**

The **Discounting Family** drop-down list has been added to the 16-18 side of the **Performance Indicator** panel and enables you to describe the nature of the qualification, e.g. an A Level, a vocational qualification, an International Baccalaureate Diploma, etc. The following options are available:

- General
- General Vocational
- AEA
- Vocationally Related
- Free Standing Maths
- Other General.

Exams Officers must associate all 16-18 qualifications with the applicable discounting family manually, including qualifications cloned from the previous year.

**Searching for a Qualification**

1. Select **Tools | Examinations | Manage Performance Indicator** to display the **Find Qualification for 201n browser**.

2. Enter the QN (Qualification Number, previously known as QAN), the **Title** or the **Subject** before clicking the Search button.

3. To locate a specific GCSE, enter GCSE in the **Title** field before clicking the Search button to display a list of GCSEs only. To further refine the search and identify the new reformed GCSEs for 9-1, enter **GCSE%9** in the **Title** field before clicking the Search button.
All matching qualifications are displayed. Alternatively, leave all the filters blank before clicking the **Search** button to display a list of the qualifications cloned from the previous exams season. This may total many qualifications that had results recorded against them in the previous exams season.

4. Highlight the required **QN** and click the **Open** button to display the **Manage Performance Indicator Details** page.

The **Gradeset** drop-down list is available only if the selected QN is not associated with a grade set. If you are modifying the details of a QN, select an alternative **Gradeset** from the drop-down list.

**TIP:** You are advised to review and modify all the properties of one type of qualification at a time. If the filtered list has been sorted by GCSEs, work through all the GCSE qualifications that are required for this exams season, modify the details and performance points as applicable, and then proceed to GCEs, A Levels, AS Levels, etc.

**Checking and Modifying the Managing Performance Indicator Details**

In the **Basic Details** panel, the **QN** and qualification **Title** are displayed.
If the selected QN is not associated with a Gradeset, select the applicable one from the drop-down list. Where the selected QN is already associated with a grade set, the option to select a different one is not available.

**IMPORTANT NOTE:** Changes made to grade details and equivalences are not validated so extreme care must be taken to ensure that changes accurately reflect DfE guidelines.

Below the Basic Details panel, the page is divided in half; the left-hand side of the page relates to the details of a selected Key Stage 4 qualification and the right-hand side of the page relates to the details of a 16-18 qualification. Depending on the nature of the QN selected from the Find Qualification for 201n browser, various fields in either of these areas will become available and/or require completion. This is dependent on whether you are viewing the details of the QN or modifying the existing details. Where fields are disabled, this is to prevent changes being made that may impact School Census returns.

**More Information:**
- Adding a Brand New QN to the Current Exams Season on page 44
- Adding an Existing QN to the Current Exams Season on page 45
Managing the Performance Indicators for Key Stage 4 Details

In the Performance Indicator panel, the Key Stage 4 section displays the details of the QN if it is an applicable qualification. If you have selected a 16-18 qualification from the Find Qualification for 201n browser, the Key Stage 4 area remains blank. If the selected qualification is applicable to both Key Stage 4 and 16-18 cohorts, the respective details are displayed in both the Key Stage 4 section and the 16-18 section of the Performance Indicator panel.

NOTE: If a qualification can be counted at both KS4 and 16-18, and the Manage Performance Indicator Details page is disabled, select an applicable Qualification Type from the drop-down list. Depending on the Qualification Type selected, the relevant side of the page or both sides of the page become editable. To ensure that a QN is associated with the correct Qualification Type, refer to the relevant DfE recommendations.

It is important to check that all qualifications in use in your school have been associated with the relevant discount code. This ensures that any required discounting is applied correctly.

IMPORTANT NOTE: It is not possible to edit the Performance Points for QNs in the previous PI Summer season.

1. If a Discount Code is already associated with the QN, it is possible to Remove it by clicking the button.
2. If a discount code is not associated with the QN, or if you want to modify it or add an additional discount code to the qualification details, highlight the code and click the Edit or Add button to display the Select Discount Code and Subject dialog.

![Select Discount Code and Subject dialog]

3. Enter the Discount Code (if known) or the Subject and click the Search button. Alternatively, leave the search fields blank to display all the discount codes recorded in SIMS. Discount codes matching the search criteria are displayed. Alternatively, scroll through the list to locate the required code.

4. Highlight the Discount Code and click the OK button.

5. Ensure that the relevant Qualification Type is selected from the drop-down list. This indicates the nature of the qualification, e.g. AS Level, Vocational qualification, etc. If an A Level is selected, then at Key Stage 4 the Qualification Type defaults to Not Applicable.

6. Select the Prior Maths check box to indicate that the qualification is counted towards the Level 3 Maths measure (A*-C or equivalent grades).

7. If the qualification is counted in the English Baccalaureate qualification, ensure the correct EBacc Subject check box is selected.
Managing the Performance Indicators for 16-18 Details

**IMPORTANT NOTE:** It is not possible to edit the Performance Points for QNs in the previous PI Summer season.

If a **Discount Code** is already associated with the QN, it is possible to delete it by clicking the **Remove** button.

1. If a discount code is not associated with the QN, or if you want to modify it or add an additional discount code to the qualification details, click the **Edit** or **Add** button to display the **Select Discount Code and Subject** dialog.
2. Enter the Discount Code (if known) or the Subject and click the Search button. Alternatively, leave the search fields blank to display all the discount codes recorded in SIMS.

Discount codes matching the search criteria are displayed. Alternatively, scroll through the list to locate the required code.

3. Highlight the Discount Code and click the OK button.

4. Once you have selected the required discount code(s), select the applicable Discounting Family.

5. Ensure that the relevant AS Level check box is selected, if applicable. This is applicable only to AS Level qualifications.

The qualification type is indicated by the Counts in the following categories check box. The majority of categories have already been determined. However, qualification types that fall into the Applied General category must be manually identified by selecting the Applied General check box.

This must be checked carefully for accuracy before saving. It is possible to select other categories by selecting the relevant check box.

6. If the qualification is counted in the Technical Level and Technical Baccalaureate qualification, ensure the correct Tech Level and Tech Bacc check box is selected.

IMPORTANT NOTE: If Level 3 Maths or Extended Project is selected from the Tech Level and Tech Bacc panel, the relevant Counts in the following categories check box must also be selected to ensure that the qualification is reflected in the PI reports.

7. Click the Save button.

Discounting Families for the 16-18 Cohort

The Discounting Family drop-down list has been added to the 16-18 side of the Performance Indicator panel. The discounting family identifies the nature of the qualification, e.g. General, General Vocational, AEA, Vocationally Related, Free Standing Maths or Other General. The following rules apply:

- Two qualifications will discount if they are in the same discounting family and have the same discount code (reflecting the same subject area). They will not discount if they have the same discount code but belong to a different discounting family.

- Discounting can occur across categories, for example where a Tech Level and an Applied General qualification have the same discount code and are in the same discounting family.

- Qualifications in different discounting families do not discount against one another.
## IMPORTANT NOTE:

A discounting family must be selected for all 16-18 qualifications, including qualifications cloned from the previous year, or the details in the Manage Performance Indicator page cannot be saved.

<table>
<thead>
<tr>
<th>General</th>
<th>General Vocational</th>
<th>AEA</th>
<th>Vocationally related</th>
<th>Free Standing Maths</th>
<th>Other General</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCE A Level</td>
<td>Applied GCE A level Double Award</td>
<td>Advanced Extension Award</td>
<td>VRQ Level 2 and 3*</td>
<td>Level 3</td>
<td>International Baccalaureate</td>
</tr>
<tr>
<td>GCE AS level</td>
<td>Applied GCE A level</td>
<td>BTEC Diploma</td>
<td>Level 1/2, 2 and 3</td>
<td></td>
<td>Other General qualifications Level 2 and 3</td>
</tr>
<tr>
<td>Diploma Extended Project</td>
<td>Applied GCE AS level Double Award</td>
<td>BTEC Certificate</td>
<td>Level 1/2, 2 and 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre U Diploma</td>
<td>Applied GCE AS level</td>
<td>BTEC Award</td>
<td>Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre U Principal Subject</td>
<td>Applied GCE A level / AS combined</td>
<td>OCR Cambridge Technical</td>
<td>Certificate Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre U Short Course Subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal Learning (Diploma) Level 3</td>
<td></td>
<td>OCR Cambridge Technical</td>
<td>Extended Diploma Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Maths (Level 3)</td>
<td></td>
<td>OCR Cambridge Technical</td>
<td>Introductory Diploma Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCR Cambridge Technical</td>
<td>Subsidiary Diploma Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCR Cambridge Technical</td>
<td>Extended Certificate Level 2 &amp; Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCR Cambridge Technical</td>
<td>Foundation Diploma Level 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adding/Editing a Discount Code Pair for a QN

To ensure that the discounting calculation is applied correctly for an AS, FSMQ or Level 2 qualification that can be studied by both the Key Stage 4 and 16-18 cohorts, a discount code for both cohorts must be selected. This ensures that the point values and equivalences entered in the Grade Details panel of the Manage Performance Indicator Details page are applied correctly across the two age groups studying the same qualification. These do not have to be the same discount code and subject combination although they must both be the 'new' style of discount code and not the 'old' style.

1. Select Tools | Examinations | Manage Performance Indicator to display the Find Qualification for 201n browser. After searching for a suitable qualification, and selecting AS, FSMQ or Level 2 from the Qualification Type drop-down list in the Key Stage 4 section, the Add button and the Discounting Family drop-down list become available in the 16-18 section. Additionally, the Discount Code and Subject information is updated in the 16-18 section to reflect those displayed in the Key Stage 4 section. This can be changed to a different discount code and subject, if required.

2. If you want to specify a different discount code/subject combination for either cohort, highlight the combination displayed and click the Remove button. This removes the discount code/subject combinations from both cohorts.
3. Click the **Add** button to display the **Add a new Discount Code pair for QN** dialog.

![Add a new Discount Code pair for QN](image)

4. Click the **Browser** button adjacent to the **KS4 Discount Code** and **Subject** to display the **Select Discount Code and Subject** dialog.

![Select Discount Code and Subject](image)

5. Locate the required discount code/subject combination from the list and click the **OK** button.
6. Click the **Browser** button adjacent to the **16-18 Discount Code** and **Subject** and repeat the process, selecting the relevant discount code/subject combination for the 16-18 cohort.

![Add a new Discount Code pair for QN 60100485](image)

7. After ensuring that the discount code/subject combinations selected for the KS4 and 16-18 cohorts are correct, click the **OK** button.

8. Select the applicable **Discounting Family** from the drop-down list in the **16-18** section of the page.

9. Click the **Save** button.

10. To edit the existing discount code/subject combination, highlight it and click the **Edit** button to display the **Edit existing Discount Code pair for QN** dialog.

![Edit existing Discount Code pair for QN 60100485](image)

11. Select the required discount code/subject combinations and click the **OK** button.

12. Select the applicable **Discounting Family** from the drop-down list and click the **Save** button.

**IMPORTANT NOTE:** If a 'new' style discount code is selected for Key Stage 4 and an 'old' style discount code is selected for 16-18, data corruption may occur that prevents the discounting process from working correctly. Care should be taken to ensure that the correct discount code/subject combinations are selected for both cohorts before saving the information.
Modifying the Grade Details

It is necessary to amend the equivalences for the qualifications in use so that they accurately reflect the values for the current exam season. Where equivalences are displaying a value of 2, these must be amended manually to a value of 1.

The following graphic is for representation purposes only.

**IMPORTANT NOTES:** It is not possible to edit the Performance Points for QNs in the previous PI Summer season. Changes made to grade details and equivalences are not validated so extreme care must be taken to ensure that changes accurately reflect the DfE guidelines.

It is possible to change the performance points allocated to a qualification for the forthcoming Summer season.

1. In the **Grade Details** panel, ensure that you are modifying the correct performance points for Key Stage 4 or 16-18 by clicking in the relevant side of the points table.

2. Enter the latest points and equivalences, in keeping with the applicable DfE guidelines for Key Stage 4 or 16-18.

3. Click the **Save** button.

**IMPORTANT NOTE:** As an equivalence of zero is a valid value for some qualifications, it is essential that you have checked and modified all equivalence values correctly in the **Manage Performance Indicator** page to ensure that the default value of zero has been changed, where applicable.

All grade sets can be found in the latest **JCQ Formats** file (http://www.jcq.org.uk/exams-office/entries/jcq-formats) by selecting the **Gradeset Listing** tab. Where possible, Capita SIMS has updated the point values of several frequently used grade sets. A spreadsheet called Gradesets.xlsx is available for reference from My Account.

To accommodate the Tech Certificate Average Point Score Expressed as a Grade for 16-18, the grade set (**PI16+ L2 Tech Cert APS**) has been provided.
The following table provides the details of some commonly used grade sets:

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Exam Qualification</th>
<th>JCQ Gradeset</th>
<th>SIMS Exams Gradeset</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GCSEs (9-1) from 2018-19</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE</td>
<td>GCSE</td>
<td>40</td>
<td>JC 40 Result</td>
</tr>
<tr>
<td>GCSE Double Award</td>
<td>GCSE</td>
<td>41</td>
<td>JC 41 Result</td>
</tr>
<tr>
<td>GCSE Endorsed Grade</td>
<td>GCSE</td>
<td>42</td>
<td>JC 42 Result</td>
</tr>
<tr>
<td>GCSE with Endorsed Grade</td>
<td>GCSE</td>
<td>42</td>
<td>JC 42 Result</td>
</tr>
<tr>
<td><strong>GCSEs (Legacy)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE (Linear)</td>
<td>GCSE</td>
<td>F</td>
<td>JC F Result</td>
</tr>
<tr>
<td>GCSE Short Course (Linear)</td>
<td>GCSE</td>
<td>F</td>
<td>JC F Result</td>
</tr>
<tr>
<td><strong>GCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCE Advanced Certification</td>
<td>GCE</td>
<td>4</td>
<td>JC 4 Result</td>
</tr>
<tr>
<td>GCE Advanced Double Award Certification</td>
<td>GCE</td>
<td>10</td>
<td>JC 10 Result</td>
</tr>
<tr>
<td>GCE Advanced plus Advanced Subsidiary Certification</td>
<td>GCE</td>
<td>11</td>
<td>JC 11 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary Certification</td>
<td>GCE</td>
<td>A</td>
<td>JC A/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary Double Award Certification</td>
<td>GCE</td>
<td>C</td>
<td>JC C/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary (Linear)</td>
<td>GCE</td>
<td>A</td>
<td>JC A/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Level (linear)</td>
<td>GCE</td>
<td>4</td>
<td>JC 43 Result</td>
</tr>
<tr>
<td>GCE Advanced Level (linear) with endorsed grade</td>
<td>GCE</td>
<td>4</td>
<td>JC 4 Result</td>
</tr>
</tbody>
</table>
Preparing the Data for the Performance Indicators Reports

The following table provides details of some commonly used grade values. At Key Stage 4, the qualifications listed have the following values:

<table>
<thead>
<tr>
<th>GCSEs (Legacy)</th>
<th>GCSEs (9-1)</th>
<th>AS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>8.50</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>7.00</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>5.50</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>4.00</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>3.00</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>2.00</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>1.50</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>1.00</td>
<td>2</td>
</tr>
</tbody>
</table>

At 16-18, the qualifications listed have the following values:

<table>
<thead>
<tr>
<th>AS Levels</th>
<th>A Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Points</td>
</tr>
<tr>
<td>A</td>
<td>25</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
</tr>
</tbody>
</table>

Selecting a QN with Similar Grade Details

The Populate Grade Details with Similar QNs process minimises the need for schools to input points and values manually for additional qualifications.

If you have updated some of the GCSE qualifications to reflect the new point values and equivalences but now want to update an additional GCSE qualification, it is possible to identify a GCSE with similar points values and equivalences and copy the grade details to a new qualification. You can make some minor edits to the point values and equivalences.
1. When recording the details of a new qualification, click the **Add New QN** button.
2. Search for and highlight the required QN before clicking the **OK** button.
3. Specify the **Grade Set** and **Qualification Type** then click the **Populate Grade Details from a Similar QN** button.
4. In the **Select a QN with Similar Grade Details** dialog, details of existing qualifications with the same grade set and qualification type already recorded in SIMS are displayed.

![Select a QN with Similar Grade Details](image)

5. Select the check box of a qualification with similar points and equivalences, then click the **OK** button. The existing point values and equivalences are copied from the selected qualification and are displayed in the **Grade Details** panel of the new qualification.
6. Make any other changes then click the **Save** button.

**Updating Grade Details for Similar QNs**

If you have updated some of the GCSE qualifications to reflect the new point values and equivalences but now want to update the remaining GCSE qualifications, it is possible to identify a GCSE with the new points values and equivalences and collectively update the grade details for a number of similar qualifications. This ensures consistency and accuracy across a qualification type and means that the grade details for multiple qualifications can be quickly and easily updated.
Preparing the Data for the Performance Indicators Reports

1. After searching for and viewing the required qualification to serve as the master template, click the **Update Grade Details for Similar QNs** button. All existing qualifications with a similar **QN** and/or **Title** are listed in the dialog.

2. To modify the grade details for all those listed, click the **Select All** button before clicking the **Update** button. If you make a mistake, click the **Deselect All** button and make your selection again.

3. If you want to modify the grade details for specific qualifications only, select the check box adjacent to the **QN** number(s) before clicking the **Update** button.

   Once the grade details have been updated for the selected qualification(s), a confirmation message is displayed.

   When you next search for and view one of the qualifications that has been modified, the points values and equivalences displayed in the **Grade Details** panel show the updated values.
Running the QN Correlation Report

This report displays any missing QNs that were used in a previous exams season where entries and results exist and any QNs that were used in a previous exams season where no entries or results exist. It also lists any user-defined QNs that have been added in SIMS.

Select **Tools | Examinations | QN Correlation Report** and select **With User Defined QNS** or **Without User Defined QNs**.

---

### QN Correlation Report for MPI Qualifications 2019

**Missing PI QNs where Exam Entries or Results exist for Students for MPI Qualifications 2019**

<table>
<thead>
<tr>
<th>QN</th>
<th>Title</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04005054</td>
<td>BTEC Intermediate Diploma in Land-based Skills</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>10000298</td>
<td>AQA Level 1; Level 2 GCSE (Short Course) in Art and Design</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>10000293</td>
<td>AQA Level 1; Level 2 GCSE (Short Course) in Business Studies</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>10000294</td>
<td>AQA Level 1; Level 2 GCSE in Accounting</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>10001240</td>
<td>OCR Level 1; Level 2 GCSE in Mathematics C</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>04005055</td>
<td>BTEC Diploma Level 1; Level 2 GCSE (Business Management)</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
<tr>
<td>10000297</td>
<td>AQA Level 1; Level 2 GCSE (English Literature)</td>
<td>A Level 1; Level 2 GCSE</td>
</tr>
</tbody>
</table>

### PI QNs where no relevant Exam Entries or Results exist for Students for MPI Qualifications 2019

<table>
<thead>
<tr>
<th>QN</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>04005054</td>
<td>BTEC Intermediate Diploma in Land-based Skills</td>
</tr>
<tr>
<td>10000298</td>
<td>AQA Level 1; Level 2 GCSE (Short Course) in Art and Design</td>
</tr>
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</tr>
<tr>
<td>10000297</td>
<td>AQA Level 1; Level 2 GCSE (English Literature)</td>
</tr>
</tbody>
</table>

### User Defined PI QNs where no relevant Exam Entries or Results exist for Students for MPI Qualifications 2019

<table>
<thead>
<tr>
<th>QN</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF57777</td>
<td>AAT Account Management</td>
</tr>
</tbody>
</table>

End of Report
Adding a Brand New QN to the Current Exams Season

If you need to add a brand new qualification in the current exams season, one that has not been cloned from the previous exams season or awarded before in your school (e.g. a new 9-1 reformed GCSE qualification), the Add New QN option must be used.

1. Select Tools | Examinations | Manage Performance Indicator to display the Find Qualification for 201n browser.

2. Select Add New QN from the New drop-down list to display the Add New QN dialog.

3. Enter the QN number, Title or Subject before clicking the Search button. All fields can be left blank before clicking the Search button if the details are not known.

   **TIP:** If you are searching for the details of a new reformed 9-1 GCSE, enter 9–1 in the Title field before clicking the Search button.

4. Scroll through the list to locate the required QN, highlight it and click the OK button.
You must now specify the qualification Basic Details, Performance Indicator information and modify the values of the Grade Details and equivalences to ensure they accurately reflect the DfE recommendations.

More Information:
Managing the Performance Indicators for Key Stage 4 Details on page 30
Modifying the Grade Details on page 38

Adding an Existing QN to the Current Exams Season

If you need to add a qualification that has not been awarded in your school during the previous exams season, the basic details should already be present in SIMS because they will have been imported with the latest version of the QWS file or from the last Performance Measures file. The Add Existing QN option must be used in this instance. It is also possible to apply existing points and values using the Add Existing QN button.

1. Select Tools | Examinations | Manage Performance Indicator to display the Find Qualification for 201n browser.

2. Select Add Existing QN from the New drop-down list to display the Add Existing QN dialog.

3. Enter the QN number, Title or Subject before clicking the Search button. All fields can be left blank before clicking the Search button if the details are not known.
4. Scroll through the list to locate the required QN, highlight it and click the **OK** button.

The **Optionally select a QN with Similar Grade Details** dialog could be displayed. This dialog enables you to select an existing similar qualification that has been entered, possibly with point values and equivalences that differ from the normal range. This is an optional step that enables you to utilise the point values and equivalences that have already been recorded against a similar qualification.

For example, if you are entering a new GCSE and an existing GCSE has previously been entered with point values of 121 instead of the expected 58 points, this qualification is presented as an option for selection. If you select this qualification from the dialog and click the **OK** button, the **Grade Details** panel of the new qualification is populated with the point values and equivalences of 121. This is a hypothetical example that serves to illustrate that the grade details of the new qualification can be populated from an existing qualification, even when the point values and equivalences are different from the expected values.

5. Select the required qualification and click the **OK** button. The grade values from the existing qualification are cascaded to the new qualification, negating the need to enter the grade values manually.

Alternatively, click the **Cancel** button on the **Optionally select a QN with Similar Grade Details** dialog, and specify the qualification **Basic Details** and **Performance Indicator** information, and then modify the values of the **Grade Details** and equivalences to ensure they accurately reflect your requirements.

**More Information:**

*Managing the Performance Indicators for 16-18 Details* on page 32
*Managing the Performance Indicators for Key Stage 4 Details* on page 30
*Modifying the Grade Details* on page 38
Adding a User Defined QN

It is possible for schools, predominantly Independent and Secondary schools in England, to add a previously unknown QN. These QNs are likely to be iGCSE qualifications that are often missing from the QWS file although the International GCSE is still offered for study by many Independent schools. Schools should be aware that point values accumulated for iGCSE qualifications are not included in the aggregated Performance Indicator tables provided by the DfE.

1. Select Tools | Examinations | Manage Performance Indicator to display the Find Qualification for 201n browser.

2. Select Add User Defined QN from the New drop-down list to display the Add User Defined QN dialog.

3. Enter the QN number. If you inadvertently enter details of a QN that is already defined, a warning message is displayed. You must enter a unique QN number before you can continue.

   The default prefix of CES indicates that the QN details have been manually entered and enables user-defined QN codes to be readily identified in a list of QNs.

4. Select the Awarding Body, Subject and Qualification Type from the respective drop-down lists.

5. Enter a unique Title and click the OK button.

   You must now continue to enter the remaining details on the Manage Performance Indicator Details page.
Managing and Calculating Performance Indicator Data

Opening the Edit PI Values Page in SIMS

You can add or update individual results for a selected student, or add results for multiple students in one session.

1. Select **Tools | Examinations | Edit PI Data** in SIMS.
   A confirmation dialog is displayed. If you have not already imported the most recent version of the QWS QN Catalogue, do so before continuing.

2. Click the **OK** button.
   If the season has not yet ended, the following message is displayed for information.

3. Click the **OK** button.

This message is displayed only when you access the **Edit PI Data** menu route in SIMS for the first time.

2. Click the **OK** button.
On the second occasion that you access the **Edit PI Data** menu route, and subsequently up until the end of the season, the following message is displayed.

If you click the **Yes** button in response to this question, the following message is displayed and only the memberships of the **PI Cohorts** are refreshed. This action incorporates any changes that you may have made to the memberships of the Key Stage 4 and Key Stage 5 cohorts in Examinations Organiser.

If you click the **No** button in response to this question, the following message is displayed.

If you click the **OK** button, the message is closed and the memberships of the **PI Cohorts** is not updated to reflect any recent changes that may have been made.
The **Edit PI Data** panel lists all students who are members of the Key Stage cohorts (Key Stage 4 and Key Stage 5). The students' results have not been calculated or collated at this stage. The **PI Cohort** column is populated.

You can now start to enter non-EDI results into the relevant result columns. You can search for a required student by entering their **Surname** or **Forename** before clicking the **Search** button. Alternatively, select the **YTI** (Year Taught In), the **Reg** group or their enrolment (**Status**) from the drop-down lists before clicking the **Search** button to locate the student.

If you want to subsequently collate and calculate results, this can be done manually by clicking either the **CRD** or the **CKD** button.

The collation and calculation processes gather all the available results that have been entered, apply automatic discounting according to the current rules and then calculate the Performance Indicators based on current DfE guidance.

**Once the Season has Ended**
The next time you access the **Edit PI Data** menu route after the season has ended, all results are collated and calculated.

*NOTE: The following graphic is for representation purposes only.*

**More Information:**
- Collating PI Data (Keeping Discounting) on page 84
- Collating PI Data (Resetting Discounting) on page 84
Changing the Season

1. From the Edit PI Data page, click the Change Season button to display the Change Season dialog.

2. Double-click the required season and click the OK button to view the PI cohort for the selected season on the Edit PI Data page.

3. When you want to view the cohort for the default season, click the Change Season button, double-click the current season and click the OK button.

Adding a PI Result to an Individual Student in SIMS

If you want to add Performance Indicator results to a particular student in the current exam season, this can be achieved using the Edit PI Data page.

Additional subjects for the GCSE 9-1 qualification have now been incorporated into the Edit PI Data discounting calculations.

Once new reformed GCSEs (9-1) are introduced for a subject, the old-style legacy GCSEs (A*to G), International GCSEs or Level 1/Level 2 Certificates in the same subject are no longer counted in the performance tables. This includes early entries for legacy qualifications prior to 2017 and 2018. From 2019, the only GCSEs counted in the following subjects are the new reformed GCSEs graded 9-1. This includes EBacc Subjects.
1. After searching for the required student, highlight their name in the **Edit PI Data** grid.

Any existing exam entries for the selected student are displayed in the **Performance Results** panel at the bottom of the page. Additional columns have been provided to enable you to ascertain the examination **Season**, the **AO** (Awarding Organisation) and the course/exam **Code** for each result. The **Discounted** column displays hover help narrative to indicate the reason for discounting (please see *Best Result Discount Rules* on page 59).

2. If you want to manually enter exam results for this student, click the **Add Result** button in the **Performance Results** panel to display the **Add Result** dialog.
This dialog is blank until you have entered a valid Qualification Number in the QN field.

**NOTE: The QN code must be entered without slashes.**

As you enter the digits of the QN, the list reduces automatically until only matching examination/course combinations remain. Qualifications with multiple discount codes can also be selected.

You can also locate the examination/course combination by entering the subject or exam board details.

3. Once you have populated the QN field, click the **Refresh** button. The **Subject, Level, Course, Awarding Body** and exam **Title** fields are populated automatically with the related details of the specified QN code. If the course has been linked in Course Manager and the QN/Discount Code/Course combination is unique, the **Course** field is populated automatically.

   If the **Course** field is not populated automatically, you may select the required course from the drop-down list.

   The button name changes from **Refresh** to **Change** and the **QN** field is disabled.

4. If you want to enter a new QN, click the **Change** button to activate the **QN** field again. The name of the **Change** button reverts to **Refresh**, enabling you to enter a new QN. Click the **Refresh** button to populate the relevant fields with the details of the new QN.
5. Select the achieved Grade from the drop-down list. Only grades that are appropriate for the selected QN are available for selection:
   - If a Level 1 or Level 2 QN, the Key Stage 4 Equivalence Entry and grade value fields are populated automatically.
   - If an AS QN, the Key Stage 4 Equivalence Entry and grade value fields and the Key Stage 5 Equivalence Entry fields are populated automatically. This is applicable to schools in England and Wales only.
   - If an A2 or other Level 3 QN, only the Key Stage 5 Equivalence Entry fields are populated.
   The Points field is also updated to reflect the relevant points value. The Discounted check box can be selected manually, if required.
6. Click the Save button to return to the Performance Results panel.
   Students whose records have been updated can be identified by a tick in the Recalculate column of the Edit PI Data panel.

**Viewing or Editing a PI Result**

You can view or edit a result that has been added manually in the current exam season.

1. In the Performance Results panel, highlight the result that you want to view or edit.

![Performance Results](image)

2. Click the View/Edit button to display the Edit Result dialog.

![Edit Result](image)
3. Make any required changes and click the **Save** button to return to the **Performance Results** grid.

It is also possible to change the **Discounted** status of a result.

4. Right-click the result and select **Discount this Result** from the pop-up menu.

A tick is placed in the **Discounted** column.

If you clicked the **CKD** button, after calculating the results, the yellow discounted cell and the tick remain. If you clicked the **CRD** button, the manual discounting indicated by the yellow background and the tick is removed.

5. If you subsequently want to remove the discounting from the result, right-click and select **Remove Manual Discounting**.

The tick is removed from the **Discounted** column.

You can also remove a discounted status that was previously applied via Marksheet entry or imported in the EDI file.
6. Right-click a result with a white background and a tick in the **Discounted** column and select **Don’t Discount this Result**.

The tick is removed from the **Discounted** column. Qualifications that are not included in the PI calculations can also be identified.

7. After making any required changes, click the **Close** button on the **Edit PI Data** page to display the recalculation message.

8. Click the **OK** button to continue. Alternatively, click the **CKD** button before closing the **Edit PI Data** page to recalculate the results. This may take a few minutes. Students whose records have been updated can be identified by a tick in the **Recalculate** column of the **Edit PI Data** panel.
Deleting a PI Result

You can delete a non-EDI result that has been entered manually through the **Add Result** dialog. If you want to delete an imported result, you need to create an Exams result marksheet and delete the result from there.

1. Highlight the result you want to delete in the **Performance Results** grid.

2. Click the **Delete** button.

   A confirmation dialog is displayed.

3. Click the **Yes** button to delete the result.

**Key to Coloured Performance Results**

The following background colours may be seen in the **Performance Results** grid:

- A white result indicates a standard EDI result that has been added via a marksheet or imported via a results file.
- A green result indicates a result that has been added manually in the current exam season.
- A blue result was added in a previous season.
- A yellow discounted cell indicates that you have changed the original discount status of the result. This also applies when changing the discounting to a non-EDI result added in the current season. If you subsequently change it back to its original status, the colour reverts to its original colour.
Best Result Discount Rules

The following is a list of hover help messages that may be displayed, together with their associated explanations.

Best Results

- **Discounted due to a higher level qualification**
  Where there is a result before September 2013 with more than one result in the same subject at different levels, the lower level result is discounted (Applies to Level 1/Level 2 and AS results only).

- **Discounted due to another result with the same or higher grade**
  Where there is a result before September 2013 with more than one result in the same subject, the lower grade is discounted.

- **Discounted due to another result with the same grade**
  Where there is a result before September 2013 with more than one result in the same subject with the same grade, one will be discounted. This will be the earlier result, when it can be identified.

- **Student not a member of the KS4 Cohort**
  An AS result not belonging to a student in the PI15 cohort will be discounted.

- **Qualification not included in Performance Indicators**
  The qualification is not included in the DfE list of qualifications that count in the Performance Tables.

- **Best result rules: Discounted due to an earlier result after September 2013**
  A result for the same subject exists with a result date before September 2013 and an earlier result after September 2013.

- **Discounted due to an earlier result**
  Early Entry discounting has been applied to more than one result of the same subject.

- **GCSE or OCR/Cambridge National achieved in the same Season**
  Early Entry discounting where more than one result of the same subject in the same Season. The BTEC result has been discounted in favour of Cambridge National or GCSE result.

- **Discounted due to a GCSE result in the same Season**
  Early Entry discounting where more than one result of the same subject in the same Season. The OCR/Cambridge National result has been discounted in favour of a GCSE result.

- **AS achieved in the same Subject**
  If a student has any GCSE result and then achieves an AS result, for the same discount code, the GCSE result is discounted even though it was achieved first.

- **English Exceptions discounting**
  Early Entry English exception.

- **Maths Exceptions discounting**
  Early Entry Maths exception.
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- **Science Exceptions discounting**
  Science Exceptions discounting.

- **Discounting manually updated**
  Discounting manually applied or removed.

- **Non Reformed (9-1) GCSE results are Discounted**
  GCSE results are discounted across all subjects for 9-1 qualifications.

- **Discounting Family needs to be set for Qualification in Performance Indicators**
  For 16-18 qualifications, a **Discounting Family** must be specified on the **Manage Performance Indicators** page.

### Adding a PI Result to Multiple Students in SIMS

If you want to enter a Performance Indicator result for a number of students at once, perhaps because they all achieved the same result, this can be achieved using the **Edit PI Data** page in SIMS. It is not possible to apply different results to multiple students in bulk.

Additional subjects for the GCSE 9-1 qualification have now been incorporated into the Edit PI Data discounting calculations.

Once new reformed GCSEs (9-1) are introduced for a subject, the old-style legacy GCSEs (A* to G), International GCSEs or Level 1/Level 2 Certificates in the same subject are no longer counted in the performance tables. This includes early entries for legacy qualifications prior to 2017 and 2018. From 2019, the only GCSEs counted in the following subjects are the new reformed GCSEs graded 9-1. This includes EBacc Subjects.

**NOTE:** Only a single grade can be applied to the selected students. If ten students have been selected, it is possible to record all of them as having a Pass or a Merit. It is not possible to select all the students who took a course and record different grades for each individual.

1. Select **Tools | Examinations | Edit PI Data** in SIMS to display the **Edit PI Data** page.

   ![Edit PI Data](image)

   The page is populated automatically with the details of all the students who are taking exams within the **Current Season**.

2. Select a number of students in the list by clicking in the column to the right-hand side of the **Surname** column. The selected students can be identified by a tick in the check box adjacent to their surnames. As soon as you have selected more than one student, the **Add Results** button becomes active.
3. Click the **Add Results** button to display the **Add Results** dialog.

![Add Results dialog]

The names of the selected students are displayed in the lower panel of the dialog, otherwise this dialog is predominantly blank until you have entered a valid Qualification Number in the **QN** field.

**NOTE:** The QN code must be entered without slashes.

As you enter the digits of the QN, the list reduces automatically until only matching examination/course combinations remain. Qualifications with multiple discount codes can also be selected.

4. Once you have populated the **QN** field, click the **Refresh** button. You can also locate the examination/course combination by entering the subject or exam board details.

The **Subject**, **Level**, **Course**, **Awarding Body** and exam **Title** fields are populated automatically with the related details of the specified QN code. If the course has been linked in Course Manager and the QN/Discount Code/Course combination is unique, the course field is populated automatically.

If the **Course** field is not populated automatically, you may select it from the drop-down list.
The button name changes from **Refresh** to **Change** and the **QN** field is disabled.

If you want to enter a new QN, click the **Change** button to activate the **QN** field again. The name of the **Change** button reverts to **Refresh**, enabling you to enter a new QN. Click the **Refresh** button to populate the relevant fields with the details of the QN.

5. Select the achieved **Grade** from the drop-down list. Only grades that are appropriate for the selected QN are available for selection:
   - If a Level 1 or Level 2 QN, the **Key Stage 4 Equivalence Entry** and grade value fields are populated automatically.
   - If an AS QN, the **Key Stage 4 Equivalence Entry** and grade value fields and the **Key Stage 5 Equivalence Entry** fields are populated automatically, this is applicable to schools in England and Wales only.
   - If an A2 or other Level 3 QN, only the **Key Stage 5 Equivalence Entry** fields are populated.

The **Points** field is also updated to reflect the relevant points value. The **Discounted** check box can be selected manually, if required.

The selected grade is applied to all the students in the lower panel of the **Add Results** dialog when you click the **Save** button.
6. If you want to apply this result to other students, click the **Add** button to display the **Select Students** browser.

![Select Students screenshot]

7. Enter the student's **Surname** or **Forename**. Alternatively, select their **YTI** (Year Taught In), **Reg** group or their **Enroll** status from the respective drop-down lists before clicking the **Search** button.

You can also select an initial student and using **Ctrl**, **Shift** and the **Up** and **Down** arrows to highlight a selection of alphabetically listed students.

8. Click the **OK** button.

The selected students are added to the lower panel of the **Add Results** dialog.

![Add Results screenshot]

9. If you decide not to apply this result to any of the students selected, highlight their name and click the **Delete** button.

A confirmation dialog is displayed.

![Confirmation dialog]

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10. Click the **Yes** button to remove this student and return to the **Add Results** dialog.

11. Click the **Save** button on the **Add Results** dialog.  
A confirmation dialog is displayed.

12. If you do not want to apply this result to all the selected students, click the **No** button.  
If you are certain that you want to apply this result to the selected students, click the **Yes** button to return to the **Performance Results** panel.  
Students whose records have been updated can be identified by a tick in the **Recalculate** column of the **Edit PI Data** panel.

**PI Calculation**

When you click the **Close** button on the **Edit PI Data** page, a confirmation dialog is displayed.

Click the **Yes** button to calculate and save the changes you have made.  
The collation and calculation processes gather all the available results that have been entered, apply automatic discounting according to the current rules and then calculate the Performance Indicators based on current DfE guidance.  
Click the **No** button to continue making changes. The changes will not be discarded and recalculation will take place when you close the **Edit PI Data** page.
Viewing Non-EDI Examinations Results from the Student Details page

It is possible to view a student's non-EDI exam results by clicking the Examinations hyperlink on the Student Details page.

Select Focus | Student | Student Details, select the required student and then click the Examinations hyperlink to display the Student Examination Results Detail page.

The Student Examination Results Detail page displays Results, Endorsements and Equivalents, Entries and Forecasts as well as Coursework Marks.

<table>
<thead>
<tr>
<th>Result, Endorsements and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>2016-03</td>
</tr>
<tr>
<td>2016-02</td>
</tr>
<tr>
<td>2015-02</td>
</tr>
<tr>
<td>2015-02</td>
</tr>
<tr>
<td>2015-02</td>
</tr>
<tr>
<td>2014-06</td>
</tr>
<tr>
<td>2014-06</td>
</tr>
<tr>
<td>2014-06</td>
</tr>
<tr>
<td>2014-06</td>
</tr>
<tr>
<td>2014-06</td>
</tr>
</tbody>
</table>

Non-EDI results can be identified in the Results, Endorsements and Equivalents panel because they do not have an entry in the Code column.

Click the Export button to export the data to Microsoft Excel.

Understanding Discounting

The SIMS software cannot determine which examination was taken first in an exams season. To determine which exams were taken first in an exams season, you must manually select the qualifications that will be included in the calculations.

This is an excerpt from the 2014 Performance Tables Discounting Guidance provided by the Department for Education:

Discounting may be required in a number of situations, for example:

- a student resits a qualification before the end of Key Stage 4, possibly with a different awarding organisation. Discounting ensures that only the best (or first) result is counted in the Secondary School Performance Tables.

- the school provides a single course of study but then enters the student for two or more very similar qualifications. Discounting ensures that the achievement from this course is counted only once.
KS4 Discounting in England

Qualifying QNs for the Performance Indicators
The details of all QNs must be checked carefully (via Tools | Examinations | Manage Performance Indicator). It is essential that each certification element for which results can be collated is associated with the correct QN code. The details will be printed on the Candidate Statement of Results report (in Examinations Organiser via Reports | Results | Candidate Statement of Results). Alternatively, run the Basedata Structure report (via Reports | Basedata | Structure).

Early Entries
If multiple results for a subject have been received throughout a single exams season, the Edit PI Data calculation cannot determine which of the results was timetabled first. Therefore, all results are left without discounting and manual discounting must be applied in this circumstance. For EBacc, those qualifications in 2018 that have been reformed (9-1), will count in this year's Performance Tables.

From 2017 onwards, early entry rules for English and Maths applied only to the QNs listed in the following tables. From 2018, in addition to English and Maths, the following GCSE 9-1 qualification subjects are incorporated into the Edit PI Data discounting calculations:

- Biology
- Chemistry
- Classical Greek
- Combined Science (Double Award)
- Computer Science
- French
- Geography
- German
- History
- Latin
- Physics
- Spanish
- Art and Design
- Citizenship Studies
- Dance
- Drama
- Food Preparation and Nutrition
- Music
- Physical Education
- Religious Studies.

From 2019, additional subjects for the GCSE 9-1 qualification have been incorporated into the Edit PI Data discounting calculations.
Once new reformed GCSEs (9-1) are introduced for a subject, the old-style legacy GCSEs (A* to G), International GCSEs or Level 1/Level 2 Certificates in the same subject are no longer counted in the performance tables. This includes early entries for legacy qualifications prior to 2017 and 2018. From 2019, the only GCSEs counted in the following subjects are the new reformed GCSEs graded 9-1. This includes EBacc Subjects.

### Reformed 9-1 GCSEs count only in these subjects for EBacc

<table>
<thead>
<tr>
<th>Reformed 9-1 GCSEs count only in these subjects for EBacc</th>
<th>Other Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Arabic</td>
<td>Business</td>
</tr>
<tr>
<td>Bengali</td>
<td>Classical Civilisation</td>
</tr>
<tr>
<td>Chinese</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Italian</td>
<td>Economics</td>
</tr>
<tr>
<td>Japanese</td>
<td>Electronics</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>Engineering</td>
</tr>
<tr>
<td>Modern Hebrew</td>
<td>Film Studies</td>
</tr>
<tr>
<td>Panjabi</td>
<td>Geology</td>
</tr>
<tr>
<td>Polish</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Russian</td>
<td>Psychology</td>
</tr>
<tr>
<td>Urdu</td>
<td>Sociology</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

### Non-GCSE Qualifications

A maximum of three non-GCSE qualifications can be included in the Performance Tables calculations. All vocational qualifications are counted with a maximum equivalence of one GCSE.
English
The details of all QNs must be checked carefully (via **Tools | Examinations | Manage Performance Indicator**). It is essential that each certification element for which results can be collated is associated with the correct QN code.

<table>
<thead>
<tr>
<th>Reformed English QNs 9-1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60142923</td>
<td>AQA Level 1/Level 2 GCSE (9-1) in English Language</td>
</tr>
<tr>
<td>60145055</td>
<td>WJEC Eduqas Level1/Level 2 GCSE (9-1) in English Language</td>
</tr>
<tr>
<td>60145754</td>
<td>OCR Level 1/Level 2 GCSE (9-1) in English Language</td>
</tr>
<tr>
<td>60148366</td>
<td>Pearson Level 1/Level 2 GCSE (9-1) in English Language</td>
</tr>
<tr>
<td>60144476</td>
<td>AQA Level1/Level 2 GCSE (9-1) in English Literature</td>
</tr>
<tr>
<td>60147891</td>
<td>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Literature</td>
</tr>
<tr>
<td>6014872X</td>
<td>OCR Level 1/Level 2 GCSE (9-1) in English Literature</td>
</tr>
<tr>
<td>60152461</td>
<td>WJEC Eduqas Level 1/Level 2 GCSE (9-1) in English Literature</td>
</tr>
</tbody>
</table>

Maths
The details of all QNs must be checked carefully (via **Tools | Examinations | Manage Performance Indicator**). It is essential that each certification element for which results can be collated is associated with the correct QN code.

<table>
<thead>
<tr>
<th>Reformed Maths QNs 9-1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60146060</td>
<td>OCR Level 1/Level 2 GCSE (9-1) in Mathematics</td>
</tr>
<tr>
<td>60146084</td>
<td>AQA Level 1/Level 2 GCSE (9-1) in Mathematics</td>
</tr>
<tr>
<td>60147003</td>
<td>Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics</td>
</tr>
<tr>
<td>60155036</td>
<td>WJEC Eduqas level 1/Level 2 GCSE (9-1) in Mathematics</td>
</tr>
</tbody>
</table>
All grade sets can be found in the latest **JCQ Formats** file ([http://www.jcq.org.uk/exams-office/entries/jcq-formats](http://www.jcq.org.uk/exams-office/entries/jcq-formats)) by selecting the **Gradeset Listing** tab. The following table provides the details of some commonly used grade sets.

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Exam Qualification</th>
<th>JCQ Gradeset</th>
<th>SIMS Exams Gradeset</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GCSEs (9-1) from 2016-17</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE</td>
<td>GCSE</td>
<td>40</td>
<td>JC 40 Result</td>
</tr>
<tr>
<td>GCSE Double Award</td>
<td>GCSE</td>
<td>41</td>
<td>JC 41 Result</td>
</tr>
<tr>
<td>GCSE Endorsed Grade</td>
<td>GCSE</td>
<td>42</td>
<td>JC 42 Result</td>
</tr>
<tr>
<td>GCSE with Endorsed Grade</td>
<td>GCSE</td>
<td>42</td>
<td>JC 42 Result</td>
</tr>
<tr>
<td><strong>GCSEs (Legacy)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE (Linear)</td>
<td>GCSE</td>
<td>F</td>
<td>JC F Result</td>
</tr>
<tr>
<td>GCSE Short Course (Linear)</td>
<td>GCSE</td>
<td>F</td>
<td>JC F Result</td>
</tr>
<tr>
<td><strong>GCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCE Advanced Certification</td>
<td>GCE</td>
<td>4</td>
<td>JC 4 Result</td>
</tr>
<tr>
<td>GCE Advanced Double Award Certification</td>
<td>GCE</td>
<td>10</td>
<td>JC 10 Result</td>
</tr>
<tr>
<td>GCE Advanced plus Advanced Subsidiary Certification</td>
<td>GCE</td>
<td>11</td>
<td>JC 11 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary Certification</td>
<td>GCE</td>
<td>A</td>
<td>JC A/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary Double Award Certification</td>
<td>GCE</td>
<td>C</td>
<td>JC C/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Subsidiary (Linear)</td>
<td>GCE</td>
<td>A</td>
<td>JC A/2 Result</td>
</tr>
<tr>
<td>GCE Advanced Level (linear)</td>
<td>GCE</td>
<td>4</td>
<td>JC 4 Result</td>
</tr>
</tbody>
</table>
The following table provides details of some commonly used grade values. From 2018 onwards at Key Stage 4, the qualifications listed have the following values.

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Exam Qualification</th>
<th>JCQ Gradeset</th>
<th>SIMS Exams Gradeset</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCE Advanced Level (linear) with endorsed grade</td>
<td>GCE</td>
<td>4</td>
<td>JC 43 Result</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GCSEs (Legacy)</th>
<th>GCSEs (9-1)</th>
<th>AS Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>8.50</td>
<td>9</td>
</tr>
<tr>
<td>A</td>
<td>7.00</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>5.50</td>
<td>7</td>
</tr>
<tr>
<td>C</td>
<td>4.00</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>3.00</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>2.00</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>1.50</td>
<td>3</td>
</tr>
<tr>
<td>/G</td>
<td>1.00</td>
<td>2</td>
</tr>
</tbody>
</table>

### Science
Early entry rules have been applied to Science pathways as follows.

- **Pathway 1 - Individual Sciences**
  - Physics (RC1)
  - Biology (RH3)
  - Chemistry (RD1).

Computer Science and Computing GCSEs are classed as individual sciences and are counted towards the EBacc.

* Since 2014, Computer Science and Computing have been included in the Science element of the EBacc, and count in addition to the other separate Sciences.
- **Pathway 2 Combined Science**
  Qualifications with an RA1E discount code, including Edexcel L1/2 Certificate and AQA Level 1/2 Certificate (from 2016).
  The first qualification that a student studies determines the Science pathway they are following. Any subsequent entries to qualifications from a different Science pathway will not count in the school or college Performance Tables. For example, if a student studies Biology, the only other Science qualifications that can count in the Performance Tables are Chemistry and Physics. Consequently, where a student studies Biology followed by Combined Science, the Combined Science grade does not count in the Performance Tables.

  If candidates have taken elements from more than one of the Science pathways, you will need to apply manual discounting.

**Early Entry Rules from 2017 Onwards**

The rules for Early Entry are complex:

- When a new GCSE (9-1) is introduced in the Performance Tables, an early entry to the legacy GCSE (A*-G) in the same subject does not count in the Performance Tables. For example, after new Science GCSEs were introduced in the Performance Tables from 2018, early entry to legacy Science GCSEs from 2017 do not count in Performance Tables.

- The legacy Ancient History GCSE is counted in 2018 and the reformed version is counted from 2019. The same applies to legacy GCSEs/certificates in Languages where the reformed version are counted from either 2019 or 2020.

- From January 2018, the early entry rules applied to all approved subjects (not just English Baccalaureate).

- For students who already have a result before 29 September 2013, the Performance Tables record their best result from either their previous attempt(s) or from the next time they sit that qualification after this date, except where a GCSE (9-1) has been introduced.

- Those who have not yet taken a qualification will have their first entry taken after 29 September 2013 count in the Performance Tables, except where a GCSE (9-1) has been introduced.

- A student may take qualifications in subjects that are outside the scope of those included in the Key Stage 4 performance measures. In these cases, the result is displayed on the **Edit PI Data** page but it is not included automatically in the performance measures calculations.

- If a student has a Level 1 result and a subsequent Level 2 result, the Level 1 result is deemed to be the first entry.

- If a student has a Level 2 result (GCSE or Cert.) and a Level 3 (AS) result, the Level 2 result is discounted.

**X grades**

As is currently the case, X grades do not count in the Performance Tables. If a student receives an X grade and then retakes the exam and achieves a grade including U grades, the later grade is the one that is included in the Performance Tables.
Entries in the same series
- Where exams are scheduled for the same day, the best result continues to count.
- In cases where exams are scheduled for different days, even if they are in the same series, only the first entry counts in the tables.
- In cases where qualifications have more than one exam paper, the date of the first paper is the one that determines its entry date.
- In these scenarios, discounting must be done manually via the Edit PI Data page.

Pupils with results from previous schools
- If a student has a result from a previous school, this is counted unless they are re-entered for the same exam at their new school.
- If the school decides to re-enter the student, the grade from the second attempt is counted, regardless of whether it is higher or lower than the previous attempt.
- This must be managed by each school individually.

Pupils with results from before Year 9
- If a student has a result from more than three years before the end of Key Stage 4, the first entry rule does not apply. In most cases, this is only applicable to students in Years 8 and below.
- In these cases, the best grade achieved either from before the three year cut-off point or the first entry after the cut-off point is counted in the Performance Tables.

Privately taken qualifications
- Where a qualification is certificated privately, this continues to count in the performance measures for the school at which the student studies, as of census date. Schools must engage students and their parents in constructive discussions where they feel a private early entry is inappropriate.
- This also applies where a student sits an exam at an exam centre other than their school. If a student sits an exam at another exam centre, the results are counted in the performance measures for the school where the student studies, as of census date.
- For the purposes of the Performance Tables, a student is deemed to be on-roll if they are present on the day of the January Census (usually the third Thursday in January of the year in which the student is at the end of KS4).
- The verification of this must be managed by the school as part of the summer checking exercise.

The early entry rule applies even in cases where the first certificated qualification does not count as a component part of headline performance measures.

Once a student’s best results have been determined, using the rules outlined here, they are combined into qualifying groups and the appropriate discounting rules applied.
Early Entry Rules for BTECs and Cambridge National Qualifications

**OCR Cambridge Nationals**

For Cambridge Nationals, the early entry date is the date that OCR award the full qualification. The full Cambridge National qualifications can be claimed in a November, January or June series. Awarding takes place shortly after the series:

- November series: awarding date is in December
- January series: awarding date is in February
- June series: awarding date is in July.

For Cambridge Nationals, it is the best grade of all units taken (including any resits or resubmissions) that counts towards the final grade. However, it is the date of the award of the first overall certification result that is reported to the DfE and used for the performance tables.

**NOTE:** Cambridge Nationals in Child Development restricts resits of the externally assessed unit to one resit before certification. This does not apply to the internally assessed units or other Cambridge National subjects.

**BTECs**

The DfE changed the definition of what counts as a ‘first entry’ for BTEC First qualifications.

From 1 September 2015, the ‘entry’ date for BTEC Firsts became the actual certification date. This means that if you claim certification for a BTEC First before the date of the first exam in a GCSE of the same subject, then the BTEC result will go forward for performance tables, and not the GCSE result. This rule was applied for performance tables from 2016.

If you have results for BTEC and GCSE in the same season, you must ascertain which qualification counts as ‘first entry’ in line with DfE guidelines and manually discount the qualification that does not.

**Changes to Science GCSEs**

Science and Computer Science GCSEs (9-1) were available for teaching from September 2016, with the first examinations taking place in Summer 2018. There are single Science GCSEs (Biology, Chemistry and Physics, and Computer Science) and a Combined Science (double award).

GCSEs in Biology, Chemistry, Physics and Computer Science will each take up one slot, and can count in Progress 8 in any combination. The Combined Science (double award) can take up two slots in either the EBacc or open elements of Progress 8 where this represents the highest relevant grades achieved. One grade from this qualification can fill one slot if higher grades are achieved in other qualifications.

The points awarded to Combined Science (double award) are averaged, which means that a double Science grade of grade 6 and a grade 5 would be averaged to two 5.5 points to fill either one or two slots, as appropriate, totalling a maximum of 11 points across two slots.
An updated version of the gradeset called JC 41 result has been provided to enable the correct calculations to be applied.

<table>
<thead>
<tr>
<th>Double Science - Gradeset JC41 Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9-9</td>
<td>9.0</td>
</tr>
<tr>
<td>Grade 9-8</td>
<td>8.5</td>
</tr>
<tr>
<td>Grade 8-8</td>
<td>8.0</td>
</tr>
<tr>
<td>Grade 8-7</td>
<td>7.5</td>
</tr>
<tr>
<td>Grade 7-7</td>
<td>7.0</td>
</tr>
<tr>
<td>Grade 7-6</td>
<td>6.5</td>
</tr>
<tr>
<td>Grade 6-6</td>
<td>6.0</td>
</tr>
<tr>
<td>Grade 6-5</td>
<td>5.5</td>
</tr>
<tr>
<td>Grade 5-5</td>
<td>5.0</td>
</tr>
<tr>
<td>Grade 5-4</td>
<td>4.5</td>
</tr>
<tr>
<td>Grade 4-4</td>
<td>4.0</td>
</tr>
<tr>
<td>Grade 4-3</td>
<td>3.5</td>
</tr>
<tr>
<td>Grade 3-3</td>
<td>3.0</td>
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<tr>
<td>Grade 3-2</td>
<td>2.5</td>
</tr>
<tr>
<td>Grade 2-2</td>
<td>2.0</td>
</tr>
<tr>
<td>Grade 2-1</td>
<td>1.5</td>
</tr>
<tr>
<td>Grade 1-1</td>
<td>1.0</td>
</tr>
<tr>
<td>Grade U Unclassified</td>
<td>0</td>
</tr>
</tbody>
</table>
Exception Discounting - Science

**IMPORTANT NOTE:** Where a pathway cannot be determined, manual discounting must be applied.

If a student has results for any one of Chemistry, Biology, Physics and Computer Science, only the two best results are counted and the others are discounted.

If a student has Combined Science, then the collective points are averaged for Ebacc.

Early entry rules have been applied to Science pathways as follows.

- **Pathway 1 - Individual Sciences**
  - Physics (RC1)
  - Biology (RH3)
  - Chemistry (RD1).
  - Computer Science (CK1) and Computing GCSEs are classed as individual sciences and are counted towards the EBacc.
  
  * Since 2014, Computer Science and Computing have been included in the Science element of the EBacc, and count in addition to the other separate Sciences.

- **Pathway 2 Combined Science**
  Qualifications with an RA1E discount code, including Edexcel L1/2 Certificate and AQA Level 1/2 Certificate (from 2016).

  The first qualification that a student studies determines the Science pathway they are following. Any subsequent entries to qualifications from a different Science pathway will not count in the school or college Performance Tables. For example, if a student studies Biology, the only other Science qualifications that can count in the Performance Tables are Chemistry, Physics and Computer Science. Consequently, where a student studies Biology followed by Combined Science, the Combined Science grade will count in the Performance Tables.

  If candidates have taken elements from more than one of the Science pathways, you will need to apply manual discounting. For example, where a student has taken a single science, Computer Science, and also has a result for Combined Science, the Combined Science result will count in Attainment 8 and the single Science and Computer Science must be discounted manually.
Exception Discounting - Science - Student Moving Schools

For students who are moving schools and who have achieved an exam result at their previous school:

- their existing result is counted in the performance measures unless they are re-entered for the same qualification at the new school.
- where the student is re-entered for the same qualification at the new school, all new results achieved are counted in the performance measures, whether the result is better or worse than their previous result.
- If the student embarks on a Science pathway that is different from the initial pathway at their previous school, any previous qualifications are discounted.
- If the student continues on the same Science pathway as at their previous school, any previous qualifications are counted.

Information Relating to Attainment 8 and Progress 8 Accountability Measures

This system includes two additional measures; Attainment 8 and Progress 8.

- Attainment 8 is based on a student's performance across eight subjects.
- Progress 8 is a value added measure that captures the progress made by a student from the end of Primary school at Key Stage 2 to the end of Key Stage 4. The student's results are compared with the actual achievements of other students in the same cohort who have the same prior attainment.

**IMPORTANT NOTE:** For legacy GCSEs, the grade scale for the Progress 8 measures will change from the current 16-58 scale, to a 1-8.5 point scale (where 1 is equivalent to a Grade G GCSE and an increase of one point represents an increase of one GCSE grade up to 8.5, which is equivalent to a Grade A* GCSE). From 2017, as new GCSE qualifications taught from 2015 come on stream, this changed further to a 9-1 point scale. This resulted in the direct comparison between A*-G grades and the 9-1 point scales being lost.

GCSE Points Changes from 2016

<table>
<thead>
<tr>
<th>GCSE grade</th>
<th>2016 Points</th>
<th>2017, 2018 and 2019 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8.00</td>
<td>8.50</td>
</tr>
<tr>
<td>A*</td>
<td>8.00</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>6.00</td>
<td>5.50</td>
</tr>
<tr>
<td>C</td>
<td>5.00</td>
<td>4.00</td>
</tr>
<tr>
<td>D</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>E</td>
<td>3.00</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>2.00</td>
<td>1.50</td>
</tr>
<tr>
<td>G</td>
<td>1.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>
A Level Attainment

- Students with A Level results only are included in the calculation. Undiscounted AS results are discarded from the calculation.
- Output is Average Points and Grade calculated from the best three A level results divided by three.
- Average grade per A level or academic qualification:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Score</th>
<th>Band</th>
<th>Fine Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>60</td>
<td>58.34 – 60.00</td>
<td>A*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55.00 – 58.33</td>
<td>A-</td>
</tr>
<tr>
<td>A</td>
<td>50</td>
<td>51.67 – 54.99</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48.34 – 51.66</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45.00 – 48.33</td>
<td>A-</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
<td>41.67 – 44.99</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.34 – 41.66</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35.00 – 38.33</td>
<td>B-</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>31.67 – 34.99</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.34 – 31.66</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.00 – 28.33</td>
<td>C-</td>
</tr>
<tr>
<td>D</td>
<td>20</td>
<td>21.67 – 24.99</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.34 – 21.66</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.00 – 18.33</td>
<td>D-</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>11.67 – 14.99</td>
<td>E+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.34 – 11.66</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.00 – 8.33</td>
<td>E-</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Below 5.00</td>
<td>U</td>
</tr>
</tbody>
</table>

The calculation is as follows:

**Number of ‘A level only’ students**

Students who are a member of the KS5 Cohort and have A level results, and do not have results for any other type of qualification. The exception is AS levels, these do not exclude the student from the calculation, but any undiscounted AS results are not counted.

**APS per A level only student**

The points value of the best 3 results are totalled for all students. In the unlikely scenario that a student qualifies for this cohort but only achieves two A level results, divide by the number of A level students to give the individual student A level APS figure.

**APS per A level only student expressed as a Grade**

The APS per student is totalled, then divided by the number of the ‘A level only’ cohort.

This measure is reported as a fine grade, for consistency.
Average grades per Vocational qualification are detailed in the following table.

<table>
<thead>
<tr>
<th>BTEC subsidiary diploma grade</th>
<th>BTEC subsidiary diploma points</th>
<th>APS band</th>
<th>Fine grade¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>For comparison only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinction*</td>
<td>50²</td>
<td>46.67 – 50.00</td>
<td>Dist*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41.67 – 46.66</td>
<td>Dist*-</td>
</tr>
<tr>
<td>Distinction</td>
<td>35</td>
<td>36.67 – 41.66</td>
<td>Dist+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.34 – 36.66</td>
<td>Dist-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.00 – 33.33</td>
<td>Dist-</td>
</tr>
<tr>
<td>Merit</td>
<td>25</td>
<td>26.67 – 29.99</td>
<td>Merit+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.34 – 26.66</td>
<td>Merit-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.00 – 23.33</td>
<td>Merit-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13.34 – 16.66</td>
<td>Pass-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.00 – 13.33</td>
<td>Pass-</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Below 10.00</td>
<td>U</td>
</tr>
</tbody>
</table>

Where there are no students in a specific cohort then the outcome is (null).

**Attainment 8**

The Attainment 8 performance measure is based on a student’s performance across eight subjects. The eight subjects are placed into four notional elements as follows:

- A double weighted mathematics element that contains the point score of the student’s EBacc mathematics qualification, (two slots).
- An English element based on the highest point score in a student’s EBacc English Language or English Literature qualification. This is double weighted providing a student has taken both qualifications.
- An element which can include the three highest point scores from any of the following EBacc subjects: Science, Combined Science, History and Geography, and Languages EBacc qualifications. The qualifications can count in any combination and there is no requirement to take qualifications in each of the ‘pillars’ of the EBacc, (three slots).
- The remaining element contains the three highest point scores in any three other subjects, including English Language or Literature (if not counted above), further EBacc qualifications, other GCSEs, or any other approved, high value academic or vocational qualifications, (three slots).

Each result can only be counted once in an appropriate slot.

Any slot not filled remains empty and scores zero points. There will always be ten slots because Maths and English are double-weighted and are assigned two slots each, if a student does not take three EBacc subjects, then the unused slots count as zero. However, other non EBacc subjects cannot be used instead, although, unused EBacc subjects can count in Other.
English can only go in English, unless where two English subjects are taken, then the highest is counted in English and the second subject is counted in Other. English is only double weighted if both Language and Literature subjects are taken. The best result is counted in the English slot and other result is counted in Other.

If only Language or Literature is taken, the result is counted in the English slot but it is not double weighted.

Maths can only go in Maths.

Only Maths from EBacc can count in Maths slot. Statistics, etc. is counted in Other.

EBacc subjects can only go in the EBacc element and only the three highest subjects are counted. Any remaining unused EBacc subject results are considered together with other remaining qualifications, in the Other element.

Sciences used in the EBacc slot are counted as one slot each, except Double Science which counts as two slots, for this measure only. The double grade is added twice each with points, e.g. BC = 5.5 points (assuming these are the best 3 EBacc or Other results).

Other can only go in Other, best three subjects count.

Where an AS level and a GCSE are taken in same subject, the AS result is counted in the appropriate slot and the GCSE result is discounted.

**Example**

A representation of the calculation for Attainment 8 is detailed in the following graphics. The two double weighted qualifications for Maths and English both count as two slots each.

<table>
<thead>
<tr>
<th>ID</th>
<th>Qualification</th>
<th>Grade</th>
<th>Points</th>
<th>Included in the measure</th>
<th>Element</th>
<th>Doubled?</th>
<th>Total Points</th>
<th>Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qa1</td>
<td>GCSE Maths</td>
<td>A</td>
<td>7 (52)</td>
<td>Y</td>
<td>Maths</td>
<td>Y</td>
<td>14</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>Qa2</td>
<td>GCSE English Language</td>
<td>A*</td>
<td>8 (58)</td>
<td>Y</td>
<td>English</td>
<td>N</td>
<td>16</td>
<td>3 &amp; 4</td>
</tr>
<tr>
<td>Qa3</td>
<td>GCSE English Literature</td>
<td>B</td>
<td>6 (46)</td>
<td>Y</td>
<td>Other</td>
<td>N</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Qa4</td>
<td>GCSE Additional Science</td>
<td>B</td>
<td>6 (46)</td>
<td>Y</td>
<td>EBacc</td>
<td>N</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Qa5</td>
<td>GCSE Art</td>
<td>C</td>
<td>5 (40)</td>
<td>Y</td>
<td>Other</td>
<td>N</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Qa6</td>
<td>GCSE Core Science</td>
<td>A</td>
<td>7 (52)</td>
<td>Y</td>
<td>EBacc</td>
<td>N</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Qa7</td>
<td>GCSE French</td>
<td>C</td>
<td>5 (40)</td>
<td>Y</td>
<td>Other</td>
<td>N</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Qa8</td>
<td>GCSE Spanish</td>
<td>B</td>
<td>6 (46)</td>
<td>Y</td>
<td>EBacc</td>
<td>N</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Qa9</td>
<td>GCSE Religious Studies</td>
<td>D</td>
<td>4 (34)</td>
<td>N</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Qa1 - GCSE Maths: double weighted, Total Points = 14
Qa2 - GCSE English Language: double weighted, Total Points = 16
Qa3 - GCSE English Literature: Total Points = 6
Qa4 - GCSE Additional Science: Total Points = 6
Qa5 - GCSE Art: Total Points = 5
Qa6 - GCSE Core Science: Total Points = 7
Qa7 - GCSE French: Total Points = 5
Qa8 - GCSE Spanish: Total Points = 6.

![Diagram showing calculation]

Dividing the combined Attainment 8 score by the 10 slots indicates the student’s average grade. In this example, the student has achieved a **Total Point** score of 65, which is divided by 10, producing an average grade of 6.5, which falls between GCSE grades A and B.

### Estimated Attainment 8 Average/Attainment 8 Average

Once the KS2: Average Fine Level aspect is populated and students have received KS4 results, the usual collation process can take place on the **Edit PI Data** page and PI reports can then be produced. The **CAS KS2 Calculator 2019 Template** can be used in relation to the KS2 APS scores that are needed to calculate the Estimated Attainment 8 values.

**NOTE:** The Estimated Attainment 8, Attainment 8 and Progress 8 values cannot be generated until both the KS2 Fine Level and Results have been entered and the collation process run. It is not possible to generate the Estimated Attainment 8 value in Exams without going through this process. If you want to generate Estimated Attainment 8 values before this time, other functionality must be used.

The Performance Summary Report in SIMS includes additional rows of data:

- **Students included in Progress 8 Score** - the Progress 8 cohort of students includes those who have all of the following:
  - an Estimated Attainment 8,
  - an Attainment 8
  - a Progress 8 value. If a student does not have all three values, they are not included in the Progress 8 cohort. This figure may be different from the KS4 PI Cohort.

- **Progress 8 Score** – this is the total of the Progress 8 average points (VA) of the Progress 8 cohort divided by the number of students in the Progress 8 cohort. School-level information is calculated for Progress 8 Score (Adjusted) and Progress 8 Score (Unadjusted) in the KS4 Performance Table Summary report output.
The Progress 8 Score (Adjusted) row adjusts the individual student's Progress 8 value by applying a minimum progress score that can be assigned to students within Prior Attainment groups where negative scores are recorded.

The Progress 8 Score (Unadjusted) row provides a comparison with the Progress 8 Score (Adjusted) row value. Adjustments are not applied to this row value or to an individual student's Progress 8 score.

- **Estimated Attainment 8 Average** – this is an average of the total Estimated Attainment 8 points of the Progress 8 cohort divided by the number of students in the Progress 8 cohort.

- **Attainment 8 Average** – this is an average of the total of Attainment 8 points of the Progress 8 cohort divided by the number of students in the Progress 8 cohort.

The additional rows in the Performance Summary Report will be empty if the KS2 Average Fine Level values have not been populated, even where a number of students have gained KS4 results and have an Attainment 8 value in the Performance Table Report - Detailed output.

<table>
<thead>
<tr>
<th>Key stage 2 fine level</th>
<th>Attainment 8 average</th>
<th>English average</th>
<th>Maths average</th>
<th>EBacc average</th>
<th>Open average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>13.04</td>
<td>2.78</td>
<td>1.77</td>
<td>3.09</td>
<td>5.4</td>
</tr>
<tr>
<td>2</td>
<td>17.1</td>
<td>5.33</td>
<td>2.39</td>
<td>3.9</td>
<td>7.08</td>
</tr>
<tr>
<td>2.6</td>
<td>18.09</td>
<td>4.27</td>
<td>2.39</td>
<td>3.05</td>
<td>7.48</td>
</tr>
<tr>
<td>2.8</td>
<td>19.01</td>
<td>4.67</td>
<td>2.72</td>
<td>4.12</td>
<td>8.1</td>
</tr>
<tr>
<td>2.9</td>
<td>20.01</td>
<td>4.81</td>
<td>3.14</td>
<td>4.47</td>
<td>8.4</td>
</tr>
<tr>
<td>3</td>
<td>21.42</td>
<td>5.01</td>
<td>3.19</td>
<td>4.62</td>
<td>8.8</td>
</tr>
<tr>
<td>3.1</td>
<td>22.45</td>
<td>5.21</td>
<td>3.57</td>
<td>4.93</td>
<td>8.74</td>
</tr>
<tr>
<td>3.2</td>
<td>23.64</td>
<td>5.45</td>
<td>3.84</td>
<td>5.22</td>
<td>9.13</td>
</tr>
<tr>
<td>3.3</td>
<td>23.08</td>
<td>5.52</td>
<td>3.78</td>
<td>5.31</td>
<td>9.25</td>
</tr>
<tr>
<td>3.4</td>
<td>25.3</td>
<td>5.85</td>
<td>4.16</td>
<td>5.72</td>
<td>9.59</td>
</tr>
<tr>
<td>3.5</td>
<td>25.76</td>
<td>5.96</td>
<td>4.23</td>
<td>5.83</td>
<td>9.74</td>
</tr>
<tr>
<td>3.6</td>
<td>27.02</td>
<td>6.24</td>
<td>4.5</td>
<td>6.19</td>
<td>10.11</td>
</tr>
<tr>
<td>3.7</td>
<td>27.84</td>
<td>6.38</td>
<td>4.64</td>
<td>6.43</td>
<td>10.37</td>
</tr>
<tr>
<td>3.8</td>
<td>28.58</td>
<td>6.6</td>
<td>4.79</td>
<td>6.64</td>
<td>10.55</td>
</tr>
<tr>
<td>3.9</td>
<td>29.95</td>
<td>6.89</td>
<td>5.09</td>
<td>7.06</td>
<td>10.91</td>
</tr>
<tr>
<td>4</td>
<td>31.3</td>
<td>7.17</td>
<td>5.43</td>
<td>7.44</td>
<td>11.28</td>
</tr>
<tr>
<td>4.1</td>
<td>32.45</td>
<td>7.4</td>
<td>5.71</td>
<td>7.8</td>
<td>11.54</td>
</tr>
<tr>
<td>4.2</td>
<td>34.12</td>
<td>7.72</td>
<td>6.09</td>
<td>8.28</td>
<td>12.03</td>
</tr>
<tr>
<td>4.3</td>
<td>35.57</td>
<td>7.97</td>
<td>6.47</td>
<td>8.70</td>
<td>12.35</td>
</tr>
<tr>
<td>4.4</td>
<td>37.3</td>
<td>8.3</td>
<td>6.68</td>
<td>9.32</td>
<td>12.79</td>
</tr>
<tr>
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<td>39.01</td>
<td>8.64</td>
<td>7.29</td>
<td>9.85</td>
<td>13.24</td>
</tr>
<tr>
<td>4.6</td>
<td>40.93</td>
<td>9.05</td>
<td>7.87</td>
<td>10.48</td>
<td>13.72</td>
</tr>
<tr>
<td>4.7</td>
<td>42.9</td>
<td>9.41</td>
<td>8.12</td>
<td>11.16</td>
<td>14.2</td>
</tr>
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<td>4.8</td>
<td>45.12</td>
<td>9.89</td>
<td>8.57</td>
<td>11.9</td>
<td>14.77</td>
</tr>
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<td>47.21</td>
<td>10.26</td>
<td>9.06</td>
<td>12.61</td>
<td>15.28</td>
</tr>
<tr>
<td>5</td>
<td>49.76</td>
<td>10.73</td>
<td>9.62</td>
<td>13.52</td>
<td>15.89</td>
</tr>
<tr>
<td>5.1</td>
<td>52.51</td>
<td>11.25</td>
<td>10.22</td>
<td>14.48</td>
<td>16.57</td>
</tr>
<tr>
<td>5.2</td>
<td>55.23</td>
<td>11.72</td>
<td>10.88</td>
<td>15.42</td>
<td>17.2</td>
</tr>
<tr>
<td>5.3</td>
<td>57.94</td>
<td>12.16</td>
<td>11.59</td>
<td>16.30</td>
<td>17.8</td>
</tr>
<tr>
<td>5.4</td>
<td>61.09</td>
<td>12.68</td>
<td>12.37</td>
<td>17.47</td>
<td>18.57</td>
</tr>
</tbody>
</table>
Progress 8

Additional aspects have been provided: KS2: Average Fine Points Score aspect (this has been created to enable you to store this value, it is not used in the calculation of any Progress 8 values) and KS2: Average Fine Level. This is used in the calculation of Progress 8 Measures and specifically, to determine a student’s Estimated Attainment 8 value. The values for these aspects are stored against the Key Stage 2 Validated Result result set and are distributed in the form of the KS2 Fine Point Score and Level template.

For the Progress 8 Measures in the Performance Table Summary Report to populate, you must ensure that the KS2: Average Fine Points Score and Level template has been imported from AMPARK and that the KS2: Average Fine Level aspect column has been populated with the relevant data. Once the KS2: Average Fine Level aspect is populated and students have received their KS4 results, the usual collation process can take place on the Edit PI Data page and the PI reports can be produced.

NOTE: The Estimated Attainment 8, Attainment 8 and Progress 8 values cannot be generated until both the KS2 Average Fine Level and Results have been entered and the collation process run. It is not possible to generate the Estimated Attainment 8 value in Exams without going through this process.

The KS2 Average Fine Level value is used to derive a KS4 Estimated Attainment 8 value which is compared to an actual Attainment 8 value. The difference between the estimate and the actual values is the Progress 8 value.

Progress 8 Aspects

Additional aspects are available for use with Progress 8:

- PI15_Attainment 8 - PI15 Attainment 8 for Season
- PI15 Expected 8 - PI15 Expected 8 for Season
- PI15_Progress 8 - PI15 Progress 8 for Season
- PI15_Progress 8 Adjusted - PI15 Progress 8 Adjusted for minimum threshold for Season.

The collation process must be run in the latest exams season for which the students have results. If multiple summer seasons have been created and the current exams season has not been set up as the default season in the PI Setup page, the aspects may display a result from an earlier season. However, the Performance Table Report, both summary and detailed outputs display the latest stored results.
Qualifications Sized as GCSE

From 2014, qualifications will only be included in the Performance Measures calculations if they are the same size as a GCSE or larger and each individual qualification counts as the equivalent of one GCSE, regardless of its size.

Understanding PI Collation and Calculation

Where possible, the collation and calculation processes gather all the available results that have been entered, apply automatic discounting according to the current rules and then calculate the Performance Indicators based on current DfE guidance.

Manual changes to the automatic discounting applied can be made using the Edit PI Data page and the Performance Indicators are recalculated on the closure of this page.

If additional results have subsequently been imported or added via an Exams marksheet, you can collate again using the CKD button (to retain manual discounting) or the CRD button (to discard manual discounting).

**IMPORTANT NOTE:** Before collating and calculating your PI data, ensure that you have assigned QCA codes to all of the elements in use at your establishment. If you do not assign the QCA codes, the results are not recognised.

Before collating and calculating your PI data, be aware that:

- PI data can only be collated and calculated for examination seasons that contain June as an associated month.
- If you attempt to collate and calculate PI data before the end of the current summer Season, you are warned that only cohort membership is updated. PI data is not collated or calculated.
- You must have imported the up-to-date QWS files via Tools | Examinations | Import Qualification Data.

Once the season has begun, select Tools | Examinations | Edit PI Data to display the Edit PI Data page.

SIMS creates or refreshes the PI cohort with the appropriate candidate details. If the groups already exist, you are asked if you want to update the PI Cohort membership. If you have used Group Manager through the Tools menu in Examinations Organiser to modify the membership of the cohort, e.g. to remove recent arrivals or students who have been permanently excluded, click the No button.
For every student in each cohort, Examinations Organiser collates the results, applies automatic discounting according to the current rules, calculates the appropriate PI values and creates the exams PI aspects in SIMS Assessment.

**IMPORTANT NOTE:** The PI menu routes in SIMS are locked from 31 January of the year after the ending of the summer Season. This prevents any further calculations, collations or edits from taking place.

**More Information:**
Collating PI Data (Keeping Discounting) on page 84
Collating PI Data (Resetting Discounting) on page 84

**Collating PI Data (Resetting Discounting)**
If this option is selected, all manual discounting ticks recorded in the Performance Results grid are discarded on collation. Only the automatic discounting rules are applied.

When non-EDI results are recorded in the current season, they are now discounted automatically when you click the CRD button.

Click the CRD button on the Edit PI Data page.

**Collating PI Data (Keeping Discounting)**
If this option is selected, the manual discounting made to results will be automatically re-applied after collation. When non-EDI results are recorded in the current season, they are now discounted automatically when you click the CKD button.

Click the CKD button on the Edit PI Data page.

**Initiating the Grade Integrity Report**
If grade changes have been made via import or through an Exams marksheet, when you revisit the Edit PI Data page in SIMS and click either the CRD or the CKD button to recalculate the data, the Grade Integrity report runs automatically in the background. The report only runs if changes are detected.
The report output is saved to the **Folder for Performance Reports** location specified on the **PI Setup** page in SIMS. If a path has not been specified, the following message is displayed and you must designate a suitable location before the report can be run successfully.

![Message from SIMS](image)

When changes are identified, the **Export Grade Integrity Report** dialog is displayed.

![Export Grade Integrity Report](image)

If you want the report output to be saved to the default storage location detailed in the **Export Location** field, click the **OK** button. The report output is saved as a **.CSV** file and the file name contains the season in use and the date of creation.

Alternatively, click the **Save As** button to display a warning message. If you are certain that you want to change the location for the report output, click the **Yes** button and specify an alternative storage location.

The report output can be viewed and edited in Excel.
Managing and Calculating Performance Indicator Data
05| Producing a Performance Table Report in SIMS

Producing a Performance Table Report in SIMS

IMPORTANT NOTE: Before running these reports, ensure that you have calculated the PI data for the current season via Tools | Examinations | Edit PI Data. Schools must have checked and modified the Performance Indicator details for all qualifications via Tools | Examinations | Manage Performance Indicator to ensure accurate reports are generated.

Three report types can be produced for each cohort, you can review the overall performance of the candidates in a selected cohort (Summary), a more detailed candidate level analysis displaying their overall achievements (Detailed), or by selecting Full to view a report output that combines the information detailed in both the Summary and Detailed outputs.

1. Select Tools | Examinations | PI Reports to display the Performance Table Report page.

2. Select the required Season from the drop-down list. The summer seasons available are those for which PI data has been calculated.
3. Select the Level from the drop-down list. The levels available for selection are Age 16-18 or Key Stage 4.
4. Click the Group Filter button to display the Select the Group Filter dialog.

**IMPORTANT NOTE:** You must select the applicable Exam Performance Cohort to prevent all candidates in the season being included in the report.

The From and To dates default to the start and end dates of the specified examinations Season. These dates can be changed by clicking the respective Calendar buttons and selecting an alternative date. Click the Refresh button after changing the dates.

5. If you want to create a Saved Filter, click the New button adjacent to the Saved Filters panel.
6. Enter a name for the group filter in the **Filter Name** field. The name needs to be as succinct as possible, whilst making it easy to search for. If you do not enter a name for the filter, a default name is created automatically when the group filter is saved.

Assessment Co-ordinators and Examinations Officers wanting to create group filters for other users should ensure that the **Private** check box is not selected. The **Private** check box is visible only to users with appropriate permissions.

7. Click the **Include** button (if it is not yet selected).

8. Click the + icon to expand the required group then select the check box adjacent to the required item. The student group appears in blue to indicate that students belonging to the selected group will be included in the report.

9. Repeat for any other student groups that you want to include in the report.

10. To exclude any student groups, click the **Exclude** button then select the check box(es) adjacent to the required group(s). The student group appears in red text to indicate that students belonging to the selected group are excluded from the report.

11. Repeat for any other student groups that you want to exclude from the report.

```
NOTE: You can switch between **Include** and **Exclude** at any time by clicking the appropriate button. Before selecting a check box, ensure that the correct button has been clicked.
```

12. Click the **Save** button adjacent to the **Saved Filters** panel. The **Description** is populated automatically with the components of the group filter. Both the **Filter Name** and **Description** are then displayed in the **Saved Filters** list.

13. If you marked the filter as private, the **Private** check box in the **Saved Filters** section is selected to indicate that only the current user can view or apply this filter.

```
IMPORTANT NOTE: When editing existing group filters, there is no **Save As** function. If you edit a group filter and edit the **Filter Name**, the original group filter is overwritten.
```

14. Click the **Apply** button to confirm the selected filters and return to the **Performance Table Report** page. The name of the selected filter is displayed in the **Group Filter** field. The details of the selected group filter are displayed in the **Description** field. The data in the report changes automatically according to the filters set.

15. Select the **Report Type** from the drop-down list. The options are **Summary**, **Detailed** or **Full**.

---

*Processing Results and Calculating PI Data in Exams and SIMS* | 89
If you select the **Detailed** option, you can select the display of the information in the report by selecting the required option from the **Order By** drop-down list.

The options are **Candidate Name**, **Exam Number** or **Reg Group + Candidate Name**.

If you select the **Full** option from the **Report Type** drop-down list, you can specify that you want to **Exclude Discounted Result** by selecting the check box. This ensures that only the counted rows are displayed in the report output.

16. Click the **Run** button to compile the report output. Only students who are internal candidates in the selected **Season** are included in the report output.

**IMPORTANT NOTE:** If the PI report outputs display results different from those expected, you must revisit the **Manage Performance Indicator** page and ensure that the equivalences and point values have been modified and saved correctly. Run the recollate process again on the **Edit PI** page (via **Tools** | **Examinations** | **Edit PI Data**) before running the PI reports again.

**Performance Table Report KS4 - Summary Output**

**NOTE:** The graphics are for representation purposes only and should not be considered as exact replicas of what is displayed on screen.

Two rows have been added to the **Progress 8** section of the summary report output:
- Progress 8 Score (Adjusted)
- Progress 8 Score (Unadjusted).

These rows display school-level information for the Progress 8 Measure.

The Progress 8 Score (Adjusted) row adjusts the individual student's Progress 8 value by applying a minimum progress score that can be assigned to students within Prior Attainment groups where negative scores are recorded.

The Progress 8 Score (Unadjusted) row provides a comparison with the Progress 8 Score (Adjusted) row value. Adjustments are not applied to this row value or to an individual student's Progress 8 score.

The following sections provide additional information relating to the detailed measures that are included in each specific measure.

**Changes to the Key Stage 4 Performance Indicators**

From 2018, the headline Ebacc attainment measure changed to an Ebacc Average Point Score (APS). The new measures show student's point scores across the five pillars of the EBacc. The EBacc APS is calculated by allocating points to a student's best grades in EBacc subjects using the same rules as the current EBacc attainment threshold measure, as follows:

- the better grade of either English Language or English Literature, both subjects must be taken.
- the grade for Maths.
- the best two grades from exams taken in Science, grades are taken from the following:
  - if the Single Sciences option is chosen, three out of four Single Sciences must be taken, the best two grades will be taken from these subjects.
  - grades for Combined Science qualification.
- the better grade of either Geography or History (Humanities)
- the best grade in Languages.

These points are totalled for each student, with a zero for any missing pillars, and then divided by six to create an average point score per student. The scores are added together for all students in a school's end of Key Stage 4 cohort, and divided by the number in the cohort, to calculate the EBacc Average Point Score (APS) per student, for each school.
The points are divided by the total of students in the cohort to create an average point score by subject.

**KS4 Cohort Information**

**Number of Students at end of KS4**
Candidates are identified as being at the end of Key Stage 4 if they were on roll at the school and in curriculum year 11 at the time of the Census Day (third Thursday in January) of the January preceding the Summer season.

**Key Stage 2 Fine Level**
This measure is captured by entering data through the KS2 Average Fine Point Score and Level template, and the KS2 Fine Level aspect.

**Students included in KS2 Fine Level Measure**
The number of students in the Fine Level measure.

**Progress 8**
The following rows provide details of **Students included in Progress 8 Score**.
- Students included in Progress 8 Score
- Progress 8 Score (Adjusted)
- Progress 8 Score (Unadjusted)
- Estimated Attainment 8 Average
- Attainment 8 Average.

**GCSE or Equivalent Achievements**
These are existing measures for comparison with the 9-1 qualifications.

**Students achieving 5+ standard passes including English and Maths**
Five qualifying QNs at grade 4 or above including English and grade 4 or above in Maths.

**Students achieving 5+ standard passes (excluding equivalences) including English and Maths**
Five qualifying QNs at grade 4 and above plus grade 4 or above in English and grade 4 or above in Maths (excluding equivalences, e.g. BTEC).

**Students achieving 5+ standard passes**
Five qualifying QNs at grade 4 or equivalent and above.

**Students achieving 5+ passes**
Five qualifying QNs at grade 1 or equivalent and above.

**Students attaining at least one qualification**
Any single qualifying QN at grade 1 or equivalent and above.
English Baccalaureate

In 2018, the Science qualifications counting in the English Baccalaureate qualification were changed as follows:

- Biology
- Chemistry
- Physics
- Computer Science
- Combined Science (previously Double Science).

Additionally, Double Science has been renamed Combined Science, and Modern Foreign Languages has been renamed Languages.

English EBacc Rule:

- To count, either English Language or English Literature must be taken.

The summary report shows the number and percentage of students entered for and achieving EBacc, the number and percentage of students achieving 9.00-5.00 or A*-C in the subject areas, and the number and percentage of students achieving 9.00-1.00 or A*-G in all subject areas.

Students entered for English Baccalaureate

The number of students entered for all subject areas.

Students attaining the English Baccalaureate with strong passes in English and Maths

The number of students who achieved strong passes in English and Maths (grades 5 and above).

Students attaining the English Baccalaureate with standard passes in English and Maths

The number of students who achieved standard passes in English and Maths (grades 4 and above).

Students achieving a pass in all EBacc subject areas

The number of students who achieved a pass in all of the five EBacc subject areas.

APS per English Baccalaureate

The Average Point Score for all KS4 students is added together and divided by the number in the cohort, to calculate the EBacc average point score per student for the school.

EBacc APS for the School

An additional row (APS per English Baccalaureate) has been added to the Summary report output. This was a new measure for 2018. This row is included in the English Baccalaureate section of the report output.

The APS (Average Point Score) score for all students at the end of the Key Stage 4 cohort is added together and divided by the number of students in the cohort to calculate the EBacc Average Point Score for the school.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>APS in cohort</th>
<th>APS for School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackton Stan</td>
<td>6.17</td>
<td></td>
</tr>
<tr>
<td>Adriamson Robert</td>
<td>8.50</td>
<td></td>
</tr>
<tr>
<td>Affleley Brian</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>Affleck Aleds</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25.60</td>
<td>6.25</td>
</tr>
</tbody>
</table>

Total of student APS divided by No. in cohort
English Baccalaureate Subjects

The English Baccalaureate qualification consists of separate achievements in five subject areas: English, Maths, Science, Languages and Humanities.

From 2018, the EBacc subjects that are counted in the EBacc qualification were augmented. Additionally, **Double Science** has been renamed **Combined Science**, and **Modern Foreign Languages** has been renamed **Languages**. The inactive subjects (i.e. **Additional Science** and **Core Science**) are displayed in red text to indicate that they are no longer valid.

On the **Manage Performance Indicator** page, the display order of EBacc subjects has been amended to:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Computer Science
- Combined Science
- Physics
- Additional Science
- Core Science
- Humanities
- Languages.

**Students entered for English**

This is the number of students entered for an English qualification.

**Students achieving a strong pass in English**

The achievement is the number and percentage of the cohort achieving a strong pass in English (grades 5 and above).

**Students achieving a standard pass in English**

The number of students achieving a standard pass for English (grades 9-4).

**Students entered for Maths**

This is the number of students entered for a Maths qualification.

**Students achieving a strong pass in Maths**

The achievement is the number and percentage of the cohort achieving a strong pass in Maths (grades 5 and above).

**Students achieving a standard pass in Maths**

The number of students achieving a standard pass for Maths (grades 9-4).

**Students eligible for Science**

Students eligible for a Science subject, one of the Science pathways (Physics, Chemistry, Biology and Computer Science), or Combined Science.

*NOTE: For English and Maths, the percentage is of the cohort, **not** the number of entries as it is for the other subject areas.*
Students achieving a standard pass in two Sciences
Students attaining two Sciences are those who have achieved a standard pass in at least two Sciences or in Combined Science (grades 4 and above).

Students entered for a Language
This is the number of students entered for a qualifying language.

Students achieving a standard pass in a Language
This is the number of students who achieved a standard pass in a qualifying language (grades 4 and above).

Students entered for a Humanities subject
This is the number of students entered for a qualifying Humanities award.

Students achieving a standard pass in a Humanities subject
This is the number of students who achieved a standard pass in a qualifying Humanities award (grades 4 and above).

EBacc APS by Subject
An additional section (English Baccalaureate APS by Subject) was added to the Summary report output from 2018.

- APS for English
- APS for Maths
- APS for Science
- APS for Humanities
- APS for Languages.

The Ebacc APS (Average Point Score) by Subject is calculated as the total of student APS for Ebacc Subject divided by the number of students (e.g. students entered for the Ebacc).

The following graphics contain examples of how the English Baccalaureate APS by Subject is calculated.

**For English**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pillar</th>
<th>Subject</th>
<th>Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackton Stan</td>
<td>English</td>
<td>Eng Lit</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng Lang</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Adrianson, Robert</td>
<td>English</td>
<td>Eng Lit</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng Lang</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Affeloy, Brian</td>
<td>English</td>
<td>Eng Lit</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng Lang</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Affleck, Alexis</td>
<td>English</td>
<td>Eng Lit</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng Lang</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

|                      | Total Points | 31          |
|                      | No of students in cohort | 4           |
|                      | APS for English          | 7.75        |
05| Producing a Performance Table Report in SIMS

For Science

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pillar</th>
<th>Subject</th>
<th>Grade</th>
<th>Points</th>
<th>Counts as a result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackton Stan</td>
<td>Science</td>
<td>Biology</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Science</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adriannson Robert</td>
<td>Science</td>
<td>Biology</td>
<td>9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Double Science</td>
<td>9.9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Affoleg Brian</td>
<td>Science</td>
<td>Biology</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affleck Alexis</td>
<td>Science</td>
<td>Physics</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Double Science</td>
<td>4.4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Total number of Points (incl 0) | 41
| Total number of results (incl 0)   | 7      |
| APS for Science = Total no. of Points / Total no. of results | 5.857143

Other GCSE Entries

Students entered for more than one language
Students entered for multiple languages, e.g. French and Hebrew, etc.

Students entered for three single sciences
Students taking the three single science subjects of Biology, Chemistry and Physics.

The Basics

Students achieving a Strong pass in English and Maths
The number of students achieving a strong pass in English and Maths at grades 9-5

Students achieving a standard pass in English and Maths
Achieving grade 4 or above in English and Maths.

Students achieving a pass in English and Maths
Achieving grade 1 or above in English and Maths.

Averages

Average number of qualifications per student
This is calculated by dividing the total number of examinations (GCSE and equivalent) taken by all candidates divided by the number of candidates. The total number of examinations has been determined using the equivalence between a GCSE and other qualifications.

The APS calculations are performed after discounting has taken place, so that each subject is included only once.

Average number of GCSEs per student
The total number of GCSEs taken by all students divided by the number of students.

APS per student capped at best 8 (this is a different measure from Progress 8)
The calculation is based on the best 8 scores achieved.
APS per student GCSEs only
GCSE, IGCSE and AS results are included in the measure.

APS per student uncapped
The calculation is based on all scores achieved.

Performance Table Report KS4 - Detailed Output

NOTE: The graphics are for representation purposes only and should not be considered as exact replicas of what is displayed on screen.

The report output is divided into specific sections for Student Details, The Basics, English Baccalaureate, Progress 8 and Totals.

Two columns have been added to the Progress 8 section of the detailed report output for 2019:
- Prog. 8 Score (Adjusted)
- Prog. 8 Score (Unadjusted).

The Prog. 8 Score (Adjusted) row adjusts the individual student's Progress 8 value by applying a minimum progress score that can be assigned to students within Prior Attainment groups where negative scores are recorded.

The Prog. 8 Score (Unadjusted) row provides a comparison with the Progress 8 Score (Adjusted) row value. Adjustments are not applied to this row value or to an individual student's Progress 8 score.

Due to the increased width of the report, the pdf export option has been disabled. When printing from Microsoft Word, it is advisable to format the report output and ensure that the Landscape page layout is selected before printing.

EBacc APS for Student
An additional column (APS for Student) was added to the Detailed report output from 2018. This column is included in the English Baccalaureate section of the report output.
The DfE has changed the headline EBacc attainment measure from the proportion of students achieving a grade 5 and above in the EBacc subjects to an EBacc average point score. This calculates the students’ point scores across the six pillars of the EBacc qualification. (Science counts for two pillars).

### Performance Table Report KS4 - Full Output

**NOTE:** The graphics are for representation purposes only and should not be considered as exact replicas of what is displayed on screen.

To enable a comparison to be made between the 9-1 and the legacy grades, the report output includes the following measures for English and Maths:

- The column **Counted in EBacc Std Passes** displays a **Y** if a reformed GCSE grade is achieved at a grade of 9-4.
- The column **Counted in EBacc Strg Passes** displays a **Y** if a reformed GCSE grade is achieved at a grade of 9-5.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pillar</th>
<th>Subject</th>
<th>Grade</th>
<th>Total</th>
<th>Counted in EBacc Std Passes</th>
<th>Counted in EBacc Strg Passes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ackron, Stan</td>
<td>English</td>
<td>Eng Lit</td>
<td>9</td>
<td>9</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng Lang</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Math 1</td>
<td>9</td>
<td>9</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math 2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>French</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>7</td>
<td>7</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td>History</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography</td>
<td>9</td>
<td></td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Biology</td>
<td>7</td>
<td></td>
<td>Y</td>
<td>Science Result 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td>8</td>
<td></td>
<td>Y</td>
<td>Science Result 2</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>49</td>
<td>APS for student: 2.17</td>
</tr>
</tbody>
</table>

| Adrielson, Robert  | English| Eng Lit | 8     | 8     | Y                           |                               |
|                    |        | Eng Lang | 7     |       |                             |                               |
|                    | Math   | Math 1  | 7     | 7     | Y                           |                               |
|                    |        | Math 2  | 6     |       |                             |                               |
|                    | Language| French | 9     |       | Y                           |                               |
|                    | German | 9       |       |       | Y                           |                               |
|                    | Hebrew | 10      |       |       |                             |                               |
|                    | Humanities| History | 9    |       | Y                           |                               |
|                    |        | Geography | 9    |       | Y                           |                               |
|                    | Science| Double Science | 9.9| 9     | Y                           | Science Result 1              |
|                    |        |         |       |       |                             | Science Result 2              |
|                    | Total  |         |       |       | 51                          | APS for student: 2.56         |
An example of a KS4 full report output.

The **Att 8 Points** column displays the value to two decimal places.

The pdf export option is disabled. When printing from Microsoft Word, it is advisable to format the report output and ensure that the Landscape page layout is selected before printing.

### Performance Table Report 16-18 - Summary Output

The 16-18 Performance data displays information for six cohorts: A Level Results, Academic Results, Applied General Results, Technical Certificates, Tech Level Results and Additional Measures. A student may be a member of more than one of these cohorts. By default, a student who is a member of the A Level cohort is also a member of the academic cohort.

Two rows have been added to the **Additional Measures** section of the summary report output:

- Number of students who achieved A*-C in GCSE Maths (or equivalent) by the end of Key Stage 4
- Number of students who go on to achieve an approved Level 3 Maths qualification.

These rows provide school-level information relating to the Level 3 Additional Maths Measure.
05| Producing a Performance Table Report in SIMS

Applicable to schools in Northern Ireland only

When exporting the Summary report output to Excel, the following fields are now included in the .XML file for KS4 and 16-18 cohorts:

- 2 A*-C
- All
- Male
- Female.

The **Average Point Score per Entry** row has been removed from the 16-18 Summary report. This data is not visible when printing the report to Word or to Excel. However, this data is still displayed after selecting the XML export option.

The following sections provide additional information relating to the detailed measures that are included within each specific measure.

**KS5 Cohort Information**

The following criteria are used to identify these students:

- they have entered for at least 2 qualifications, each of which is at least the size of an A Level or they have entered for at least 1 qualification the size of at least 2 A Levels, in the reporting year.

  or

- they have been allocated to the same provider for the last two years, in Year 13 or 14 and have been on-roll for two previous Census dates.

  or

- they are 18 at the start of the reporting year and have not been reported in the Performance Tables at their current allocated provider. These students must be identified by the Exams Officer.

**A Level Results**

**Average Point Score per A Level per entry**

The APS per A level entry is the Total number of points for A2 and undiscounted AS results divided by the number of A2 and undiscounted AS results.
Average Point Score per A Level entry expressed as a grade

The APS per A Level entry is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Score</th>
<th>Band</th>
<th>Fine Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>60</td>
<td>58.34 – 60.00</td>
<td>A*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55.00 – 58.33</td>
<td>A*</td>
</tr>
<tr>
<td>A</td>
<td>50</td>
<td>51.67 – 54.99</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48.34 – 51.66</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45.00 – 48.33</td>
<td>A-</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
<td>41.67 – 44.99</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.34 – 41.66</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35.00 – 38.33</td>
<td>B-</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>31.67 – 34.99</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.34 – 31.66</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.00 – 28.33</td>
<td>C-</td>
</tr>
<tr>
<td>D</td>
<td>20</td>
<td>21.67 – 24.99</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.34 – 21.66</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.00 – 18.33</td>
<td>D-</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>11.67 – 14.99</td>
<td>E+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.34 – 11.66</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.00 – 8.33</td>
<td>E-</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Below 5.00</td>
<td>U</td>
</tr>
</tbody>
</table>

Average point score for a student's best 3 A Levels

The Best 3 A Levels score is calculated for each student by adding together the points in their best 3 A Levels, and then dividing by three to give a best 3 A Levels points per entry, which is also expressed as a grade.
Average point score for a student's best 3 A Levels expressed as a grade

The APS per A Level entry is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Fine Grade</th>
<th>Description</th>
<th>Value</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>58.34 – 60.00</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>A* -</td>
<td>55.00 – 58.33</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>A+</td>
<td>51.67 – 54.99</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>48.34 – 51.66</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>45.00 – 48.33</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>B+</td>
<td>41.67 – 44.99</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>38.34 – 41.66</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>B-</td>
<td>35.00 – 38.33</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>C+</td>
<td>31.67 – 34.99</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>C</td>
<td>28.34 – 31.66</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>C-</td>
<td>25.00 – 28.33</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>D+</td>
<td>21.67 – 24.99</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>D</td>
<td>18.34 – 21.66</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>D-</td>
<td>15.00 – 18.33</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>E+</td>
<td>11.67 – 14.99</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>E</td>
<td>8.34 – 11.66</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>E-</td>
<td>5.00 – 8.33</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>U</td>
<td>Below 5.00</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

Achieving A Levels at grades AAB or higher (in at least 2 facilitating subjects)

This is the count/percentage of students achieving at least 2 Grade A or higher and at least one Grade B or higher overall, where at least 2 of the subjects are facilitating subjects. Facilitating subjects include Maths, Further Maths, English Literature, Physics, Biology, Chemistry, Geography, History and Languages (Classical and Modern) as outlined in the DfE list.

Number of A Level students at the end of 16-18 study

Total number of students at the end of KS5. Any undiscounted AS results (including 'U' grades) are included in these measures as 0.5 of an A2. Two undiscounted AS results equal the equivalent of one A2 result.

Number of A Level entries

Total number of A Level entries for each student.

Number of students included in the Best 3 A Levels measure

Total number of students included in the Best 3 A Levels measure.
Academic Results

Average point score per academic entry
The APS per Academic Results entry is calculated by the sum of each student’s Academic Results points divided by the sum of each student’s Academic Results entries (= No of Academic Results entries).

Average point score per academic entry expressed as a grade
The APS per Academic Results level entry is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Score</th>
<th>Band</th>
<th>Fine Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>60</td>
<td>58.34 - 60.00</td>
<td>A*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55.00 - 58.33</td>
<td>A*</td>
</tr>
<tr>
<td>A</td>
<td>50</td>
<td>51.67 - 54.99</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48.34 - 51.66</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45.00 - 48.33</td>
<td>A-</td>
</tr>
<tr>
<td>B</td>
<td>40</td>
<td>41.67 - 44.99</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.34 - 41.66</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35.00 - 38.33</td>
<td>B-</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>31.67 - 34.99</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.34 - 31.66</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25.00 - 28.33</td>
<td>C-</td>
</tr>
<tr>
<td>D</td>
<td>20</td>
<td>21.67 - 24.99</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.34 - 21.66</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.00 - 18.33</td>
<td>D-</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>11.67 - 14.99</td>
<td>E+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.34 - 11.66</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.00 - 8.33</td>
<td>E-</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Below 5.00</td>
<td>U</td>
</tr>
</tbody>
</table>

Number of academic students at the end of 16-18 study
Total number of Academic Results students at the end of KS5.

Number of academic entries
Total number of Academic Results entries for each student.

Applied General Results

Average point score per applied general entry
The total number of Applied General Results points achieved by students divided by the total number of A Level entry equivalence achieved in Applied General Results qualifications.
Average point score per applied general entry expressed as a grade

The APS per Applied General Results entry is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Fine Grade</th>
<th>Description</th>
<th>Value</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>D*</td>
<td>46.57 – 50.00</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>D*–</td>
<td>41.57 – 46.66</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>D+</td>
<td>36.57 – 41.66</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>33.34 – 35.66</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>D–</td>
<td>30.00 – 33.33</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>M+</td>
<td>25.57 – 29.99</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>M</td>
<td>23.34 – 25.66</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>M–</td>
<td>20.00 – 23.33</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>P+</td>
<td>16.57 – 19.99</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>P</td>
<td>13.34 – 15.66</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>P–</td>
<td>10.00 – 13.33</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>U</td>
<td>Below 10.00</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

Number of applied general students at the end of 16-18 study

Total number of Applied General Results students at the end of KS5.

Number of applied general entries

Total number of Applied General Results entries for each student.

Technical Certificate Results

Average point score per Technical Certificate entry

An average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total number of entries for those students.
Average point score per Technical Certificate entry expressed as a grade
The APS per Technical Certificate is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points / size (L1/L2 vocational</th>
<th>APS band</th>
<th>Fine grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction *</td>
<td>8</td>
<td>&gt;7.83 - 8.00</td>
<td>L2 Dist*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;7.50 - 7.83</td>
<td>L2 Dist*</td>
</tr>
<tr>
<td>Distinction</td>
<td>7</td>
<td>&gt;7.17 - 7.50</td>
<td>L2 Dist+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;6.83 - 7.17</td>
<td>L2 Dist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;6.50 - 6.83</td>
<td>L2 Dist-</td>
</tr>
<tr>
<td>Merit</td>
<td>6</td>
<td>&gt;6.17 - 6.50</td>
<td>L2 Merit+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;5.83 - 6.17</td>
<td>L2 Merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;5.50 - 5.83</td>
<td>L2 Merit-</td>
</tr>
<tr>
<td>Pass</td>
<td>5</td>
<td>&gt;5.17 - 5.50</td>
<td>L2 Pass+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;4.83 - 5.17</td>
<td>L2 Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;4.50 - 4.83</td>
<td>L2 Pass-</td>
</tr>
<tr>
<td>L1</td>
<td></td>
<td>&gt;4.17 - 4.50</td>
<td>L1 Dist+</td>
</tr>
<tr>
<td>Distinction</td>
<td>4</td>
<td>&gt;3.83 - 4.17</td>
<td>L1 Dist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;3.50 - 3.83</td>
<td>L1 Dist-</td>
</tr>
<tr>
<td>Merit</td>
<td>3</td>
<td>&gt;3.17 - 3.50</td>
<td>L1 Merit+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;2.83 - 3.17</td>
<td>L1 Merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;2.50 - 2.83</td>
<td>L1 Merit-</td>
</tr>
<tr>
<td>Pass</td>
<td>2</td>
<td>&gt;2.17 - 2.50</td>
<td>L1 Pass+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;1.83 - 2.17</td>
<td>L1 Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.50 - 1.83</td>
<td>L1 Pass-</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Below 1.5</td>
<td>U</td>
</tr>
</tbody>
</table>

Number of Technical Certificate students at the end of 16-18 study
Total number of Technical Certificate students at the end of Key Stage 5.

Number of Technical Certificate entries
Total number of Technical Certificate Results entries for each student.

Number of students whose highest attainment is a Level 2 qualification and who achieve an approved Technical Certificate
Total number of students who have achieved a Level 2 qualification and who go on to achieve an approved Technical Certificate.
# Tech Level Results

**Average point score per Tech Level entry**

An average point score per entry is calculated by dividing the total number of points achieved by students in a particular cohort by the total number of entries for those students.

**Average point score per Tech Level expressed as a grade**

The APS per Tech Level Results entry is converted to a Fine Grade using the following table.

<table>
<thead>
<tr>
<th>Fine Grade</th>
<th>Description</th>
<th>Value</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>D^*</td>
<td>46.67 – 50.00</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>D^-</td>
<td>41.67 – 46.66</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>D^</td>
<td>36.67 – 41.66</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>33.34 – 36.66</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>D^-</td>
<td>30.00 – 33.33</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>M^+</td>
<td>25.67 – 29.99</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>M</td>
<td>23.34 – 25.66</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>M^-</td>
<td>20.00 – 23.33</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>P^+</td>
<td>15.67 – 19.99</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>P</td>
<td>13.34 – 16.66</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>P^-</td>
<td>10.00 – 13.33</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>U</td>
<td>Below 10.00</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

**Number of students achieving the Tech Bacc**

Total number of students achieving the Tech Bacc qualification.

**Number of Tech Level students at the end of 16-18 study**

Total number of Tech Level Results students at the end of KS5.

**Number of Tech Level entries**

Total number of Tech Level Results entries for each student.

**Additional Measures**

**Number of students who achieved A*-C in GCSE Maths (or equivalent) by the end of Key Stage 4**

**Number of students who go on to achieve an approved Level 3 Maths qualification.**

These rows provide school-level information relating to the Level 3 Additional Maths Measure.
Performance Table Report 16-18 - Detailed Output

The report layout includes the following sections for ease of viewing:

- Student Details
- All Level 3 Results
- A Level Results
- Academic Results
- Applied General Results
- Tech Level Results
- Technical Certificate Results
- Level 2 Technical Certificate Results
- Additional Measures

Two columns have been added to the Additional Measures section of the detailed report output for 2019:

- In Scope Level 3 Maths
- Level 3 Maths Achieved

These columns provide student-level information relating to the Level 3 Additional Maths Measure.

### Additional Measures

<table>
<thead>
<tr>
<th>In Scope Level 3 Maths</th>
<th>Level 3 Maths Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

**NOTE:** The graphics are for representation purposes only and should not be considered as exact replicas of what is displayed on screen.
Production a Performance Table Report in SIMS

Processing Results and Calculating PI Data in Exams and SIMS

Performance Table Report 16-18 - Full Output

NOTE: The graphics are for representation purposes only and should not be considered as exact replicas of what is displayed on screen.

The report layout includes the following sections for ease of viewing: Student Details, Examination Details and Qualification Details.

Exporting Performance Table Reports to Excel with Unformatted Data

Historically, when exporting data from a marksheet or when exporting Examinations report outputs to Excel, the data was automatically stored with text formatting identified by green triangles. Additionally, the drop-down list indicated that the output had been formatted as text. This caused issues when applying formulas to the data.

NOTE: Where a result is indicated as A Level, it is not also indicated as academic but this is inferred.
To overcome this, individual data fields are now stored with an integer or decimal value format, and this has been changed for the following selected reports and data fields.

**Performance Table Report**
- for Summary, Detailed and Full outputs
- for English and NI Regions
- for KS4 and 16-18 levels
- for all calculated fields (not Year Taught In, Unique Candidate Identifier, Exam No. and QN).
- where possible, the display is set to two decimal places.

**Running the Entry Report**

This report provides a list of exam entries, together with the associated data including QANs and discount codes. The **Entry Mode** column displays the type of entry for each qualification, e.g. private entries (P), centre entries (C), etc.

1. Select **Tools | Examinations | Entry Report** to display the **Entries Report** browser.
2. Select the exams **Season** from the drop-down list.
3. Select the required **Level** from the drop-down list.
   The **Membership Date** defaults to the first day of the selected exams season but this can be changed by selecting an alternative date from the Calendar.
4. Select the **Order By** output preference from the drop-down list. This determines how the report is displayed when it is compiled.
5. Click the **Group Filter** browser button to display the **Select the Group Filter** dialog.

[Image of Select the Group Filter dialog]

### Applying a Saved Filter

6. Any previously created group filters are displayed in the **Saved Filters** list. If the required group is not displayed, you can create a new group filter by clicking the **New** button.

7. If the required group filter has already been created, highlight it in the **Saved Filters** list, click the **Open** button then click the **Apply** button.

8. The name of the selected filter is displayed in the **Group Filter** field. The data changes automatically according to the filters set.

**NOTE:** If you are unsure of the group filter content, click the **Open** button to display the selected group filter in the lower section of the dialog.

9. To save this filter, click the **Save** button.
Selecting a Group

10. Click the + icon to expand the required group and select the check box adjacent to the required item.

The student group appears in blue to indicate that students belonging to the selected group will be included. Repeat for any other student groups that you want to include.

11. To exclude any student groups, click the Exclude button then select the check box(es) adjacent to the required group(s).

The student group is displayed in red to indicate that students belonging to the selected group will be excluded.

NOTE: You can switch between Include and Exclude at any time by clicking the appropriate button. Before selecting a check box, ensure that the correct button has been clicked. The filter can be cleared by clicking the Clear Selection button, which closes the Select the Group Filter dialog. To create another group filter, click the Browse button adjacent to the Group Filter field and click the No button when asked if you wish to save any changes.

12. Click the Apply button to populate the Description field.

The Group Filter field is updated to indicate that a filter has been applied.

13. Click the Run button to compile the report.

Click one of the option buttons to output the report to the medium of your choice.

The options are Export Excel, Export Word or Export PDF.

NOTE: The following graphic is for representation purposes only.
Introduction
A broad range of reports is available and can be accessed through the Reports menu in Examinations Organiser. They are divided into the following six categories:
- Entries
- Basedata
- Checks
- Seating Organiser
- Labels
- Results.

Once produced, reports can be printed and saved to disk in one of the following formats:
- CSV (Comma Separated Values)
- TSV (Tab Separated Values)
- QRP (Quick Report Format)
- TXT (Plain Text Format).

Data exported in this way can be used in a variety of other Windows® applications, such as spreadsheets and word processors.

Each of the reports available is prepared according to the same general principles.

1. Select the required report from the Reports menu.
2. Specify the required report criteria using the Report Criteria dialog.
3. Click the OK button to produce the report based on the specified criteria.
Viewing Reports

Once the report criteria have been selected, the report is produced and displayed on screen. Scroll up and down the report using the cursor keys or the Page Up/Page Down keys.

To view subsequent pages of the report, either:

- click the Focus Browser button to display the Display Page dialog. Enter the page number you want to view and click the Display button; or
- click either the Next Page or Previous Page button to navigate through the report one page at a time.

Click the Close Report Window button to exit from the report environment.

Changing the Orientation of the Report

To change the orientation of the report between portrait and landscape, click the Report Orientation button on the Focus Bar. However, each report is in a fixed format, and changing the orientation from the default will not generally bring any benefit.

Zooming In and Out of the Report

To zoom in on or zoom out from the report for easy viewing, click the Report Zoom button on the Focus Bar.

Printing Reports

Once produced, the report is displayed and can be printed as follows.

1. Click the Print Report button on the Focus Bar to display the Print dialog.

2. Select the appropriate printing parameters and click the OK button.
Exporting/Saving Report Data

Once produced, the report is displayed. You may wish to export the report data to disk, for use in another Windows application, such as Microsoft® Word or Microsoft® Excel.

Data can be saved as a Tab Separated File, with each item of data separated by a tab mark or a Comma Separated File, with each item of data separated by a comma. Experience suggests however that because the printed report layout includes a lot of header data, tsv or csv export will rarely produce anything very useful when imported into Microsoft® Excel or other external applications. Accordingly, reports that comprise, after the headings, a simple homogeneous table have been provided with a dedicated Export button, which should be used in preference.

Data can also be saved in Quick Report format, so that it can be viewed using an application called Quick Reports or as a Text File.

To export from the Print Preview screen:

1. Click the Export Data button on the Focus Bar to display the Export Report dialog.

![Export Data button]

2. Enter the File name for the report you are saving.
3. Select the appropriate file format from the Save as type drop-down list.
4. Click the Save button to export the report to the required destination using the specified file name and to return to the Report page.
5. Click the Close Report Window button on the Focus Bar to exit from the report environment.

![Close Report Window button]

The procedure to export using the dedicated Export button is similar:

6. Click the Export button on the Report Criteria form to run the report.
   When data collection is complete, if there is no data found, you are informed. Otherwise the Save As dialog opens.
7. Select the Path and enter the File name for the report you are saving.
8. Select the appropriate file format from the Save as type drop-down list.
9. Click the Save button to export the report to the required destination using the specified file name and to return to the Report Criteria form.

You may now modify the previously entered parameters to produce further variations of your report.
Importing a CSV File into Microsoft Excel

If a report is exported from SIMS in `.CSV` format (comma separated values), with a `.CSV` filename extension, the default behaviour of Microsoft Excel when importing such a file is to format all cells as type `General`. This entails examining each value in the file to determine whether its content is purely numeric (i.e. 0-9, comma or point); or is recognisable as a date; or neither of these. On this basis it treats the cell as numeric, date or text respectively. If it is numeric, it strips any leading zeros, and any subsequent re-declaration of the cell or column as type `Text` will not restore the leading zeros.

The effect of this on some types of data can be serious. In the multiple-row results export from Examinations Organiser 6.38 onwards, several columns comprise only numeric characters, but legitimately have leading zeros. These are:

<table>
<thead>
<tr>
<th>Column</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Number</td>
<td>0001 – 9999 are valid values. It is a 4-character field, whose content is limited to numerics.</td>
</tr>
<tr>
<td>Year group</td>
<td>These are usually numeric, but following integration are preceded by a space if single-figure. Most exports of exam results are for years above 10, so this will not generally be an issue for most users.</td>
</tr>
<tr>
<td>Board Code</td>
<td>01, 10, 11, etc. OCR’s 01 is the only one affected, but it should still be 01, not 1.</td>
</tr>
<tr>
<td>QCA Subject Code</td>
<td>The traditional academically oriented code set started at 1010, but codes for vocational subjects are in the range 0001 – 0021.</td>
</tr>
<tr>
<td>Month</td>
<td>Exported as 01, 02, etc.</td>
</tr>
<tr>
<td>Year</td>
<td>Exported as 03, 04, etc.</td>
</tr>
<tr>
<td>Result</td>
<td>This will depend on what you have chosen to export. Entry, Forecast and Equivalent are invariably grades; Results will generally be numeric for Units, grades for Certifications. It will generally be best to allow default behaviour to operate here, but note that some grades, particularly at Entry level (3, 2, 1), look like numerics, and are treated as such unless overridden.</td>
</tr>
</tbody>
</table>

Once the data has been imported into Microsoft Excel, the formatting of the data can be changed as required. However, it is probable that the stripping of leading zeros from at least some of these values will distort the content.

The way to override this behaviour is as follows:

1. When asked to supply a filename for the export in SIMS, enter a suitable name with a `.TXT` file extension.
2. Once the export has completed, open this file using Microsoft Excel.
3. Select the Delimited radio button. This ensures that the commas present in the exported file act as separators, denoting where one field ends and another field begins.

**NOTE:** If you want to suppress the header rows so that they are not displayed in Microsoft Excel, enter 6 in the **Start import at row** field. This will ensure that the first row to be displayed is the column headers and each subsequent row is the associated data.

4. Select **437 : OEM United States** from the **File origin** drop-down list.
5. Click the **Next** button to continue.

6. Deselect the **Tab** check box in the **Delimiters** frame and select the **Comma** check box. This will tell Microsoft Excel that a comma should be used as a field delimiter.

7. Select **none** from the **Text qualifier** drop-down list.

8. Click the **Next** button to continue.

9. With reference to the table at the beginning of this section, click a column that will be affected by the removal of leading zeros, to highlight it.

10. Select the **Text** radio button in the **Column data format** frame.
NOTE: At this stage, the justification in each column is not displayed as it will be once it has been imported.

11. Repeat Steps 9 and 10 until you have amended the data format for each of the columns that are affected by the removal of leading zeros.

12. Click the Finish button to complete the process and to display the selected file in the format specified.

Producing Results Reports

Six reports are available in this section. These reports can be run by selecting Reports | Results and selecting the required report name. The Export Results routine can also be accessed through this menu route.

IMPORTANT NOTE: If an embargo has been set for the current season to disable the viewing or examination related data for a defined period of time, and you are currently in the embargo period, only authorised personnel can run result reports for the current season.

Additional Resources:

Setting Up the Results Embargo for Results Download Days in the Setting up Examinations Organiser chapter of the Preparing Examinations Organiser for an Exams Season handbook

Element/Component Results Report

This is a generic report which displays all marks for an element/component and an optional mark/grade distribution report.

For each element or component, the report header includes school and element/component details. The report body is a columnar list, displaying each candidate that sat the examination, their Candidate Number, class and result.

Each element or component is displayed as a separate page in the report. If you elect to produce a distribution chart, this displays the same report header information as the main report. The report body displays the total number of candidates achieving each Grade/Mark.
1. Select **Reports | Results | Element Component Results** to display the **Report Criteria – Element/Component Results** dialog.

![Report Criteria - Element/Component Results dialog](image)

2. Select the **Season** and **Series** by clicking the appropriate **Field Browser** buttons and selecting from the drop-down lists.

3. Select a report **Order** by clicking the **Field Browser** button and selecting **Candidate Name**, **Candidate Number** or **Rank** from the drop-down list.

4. Select the **Name Format** for the report by selecting **Certificate format**, **Informal format** or **Submission format** from the drop-down list.

5. Select whether you wish the **Internal** or **External Component/Element Title** should be used in the report by clicking the **Field Browser** button and selecting the required option.

6. Select either the **Element** or **Component** radio button in the **Type** frame to determine the results to be displayed on the report.

7. Select the **Class Date** by clicking the **Calendar** button and selecting the date from the calendar. This defaults to the start date of the season. This date is used to identify class memberships on that date.

8. Select the **Produce Distribution Chart** check box if you wish to produce the chart as well as the report.

9. Click the **Field Browser** button in the **Selections** frame to display the **Elements** chooser.

10. Select either the elements or components you wish to include in the report. The type of item selected depends on the radio button selected in the **Type** frame.

    Double-click the required items or highlight the required element or component and click the **Choose** button. Multiple elements or components can be selected by holding down the **Ctrl** key and clicking each item, then clicking the **Choose** button. Select all the elements or components by clicking the **Choose All** button.
All selected items are displayed in the **Chosen Elements/Components** frame. Remove any elements or components added in error using the same selection method as before and clicking either the **Remove** or **Remove All** button.

The **Available items count** and the **Chosen items count** automatically update when items are selected or deselected from the chooser.

**11.** Click the **Update** button to return to the **Report Criteria – Element/Component Results** dialog. Your selections are displayed in the **Selections** frame.

**12.** Click the **OK** button to produce the report and the distribution chart (if selected).

If you are creating the moderator’s documentation to support an EDI Coursemark submission, the parameters you select should be as follows.

<table>
<thead>
<tr>
<th>Order</th>
<th>Candidate Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Format</td>
<td>Submission Format</td>
</tr>
<tr>
<td>Component/Element Title</td>
<td>External</td>
</tr>
<tr>
<td>Type</td>
<td>Component</td>
</tr>
<tr>
<td>Produce Distribution Chart</td>
<td>Selected</td>
</tr>
</tbody>
</table>
Candidate Statement of Results Report

This report is produced to review the results, or view the forecast of results, for each candidate.

1. Select **Reports | Results | Candidate Statement of Results** to display the **Report Criteria – Candidate Statement of Results** dialog.

2. Select the required **Result Type**, either **Results** or **Forecast**, by clicking the **Field Browser** button. The default value is **Results**.

   If you select **Forecast** as the **Result Type**, the **Scope** of the report automatically defaults to **Season** and the radio buttons are disabled to prevent this being changed. In addition, the Export function is not available and so the **Export to DMS** button is disabled.

3. If you have selected **Results** as your **Result Type**, select the **Scope** of the report, **Season** or **Year**, by selecting the appropriate radio button.

   If you select **Year**, the **Series** field is cleared and disabled.

4. Choose the required **Selection** by clicking the **Field Browser** button.

   If you selected **Season** as the **Scope** of the report, the **Selection** drop-down list enables you to select the required season. You can also select **<All>** to view all seasons.

   If you selected **Year** as the **Scope**, the drop-down list contains all the defined academic years.
5. Select the required **Series** by clicking the appropriate **Field Browser** button. The drop-down list contains all the series of the selected season, along with **All**, which is the default value (as stated above, the **Series** radio buttons are enabled only if you selected **Season** as the **Scope** of the report).

6. Select the required **Select By** radio button, either **Groups** or **Individuals**. This determines the items available for selection from the **Selections** grid.

7. Click the **Selections Field Browser** button. If you chose to select by **Groups**, this will open the **Group chooser**, from which you can select a group or groups from the **Choose Groups** chooser.

   **NOTE:** You may opt to order the groups in the **Source** panel alphabetically or by group type by clicking the appropriate column heading; note that if you order by group type, alphabetical order is not observed within the group type. When you select multiple groups, the reports are batched by group.

   If you chose to select by **Individuals** this opens the **Candidate chooser**, from which you can select student(s).

8. Select the required **Order** for the report output by clicking the **Field Browser** button. The options are **Candidate Name**, **Candidate Number** or **Reg Group + Candidate Name**.

9. If required, enter text in the **Report footer box** (max. 500 characters). This text is displayed directly beneath the report text, on each page of the report.

   **NOTE:** The **Report footer box** is available for entry only if the **Page per Student** check box is selected.

10. If you want to save the content of the **Report Footer** so that it can be used when running this report in future, select the **Save as Default** check box.

    The **Save as Default** check box is disabled, with its current setting preserved, when the **Page per Student** check box is deselected.

11. If you want to print this report on your school’s headed stationery, select the **Print on Headed Stationery** check box.

    **NOTE:** Before producing this report, if you selected the **Print on Headed Stationery** check box, you should also check the settings in the **Headed Stationery Parameters** panel in the **School Details** dialog (**Tools** | **Setups** | **School Details**).
12. Click either the **Print** button to print the report, or the **Export to DMS** button.

The export option enables you to export the data from the report, as a Microsoft® Word document, to the Document Management Server, from where it can be viewed in SIMS.

**IMPORTANT NOTE:** When specifying the export location for all reports, it is suggested that consideration is given to any active embargo and the possibility of the exam results being visible to users who may not be authorised to view them.

The **Export to DMS** button is enabled only if the **Scope** selected is **Year**, or if the **Scope is Season** and the **Series** is **All**. In both cases the **Export to DMS** button is enabled only if the **Page per Student** check box is selected and the **Result Type** is **Results**.

If you click the **Export to DMS** button, a message advises that any documents of the same name are replaced. Click the **Yes** button to continue. A message will advise you when the export to the DMS is complete.

Once a candidate’s Statement of Results data has been exported to the DMS, it can be viewed by clicking **Linked Documents** in the **Links panel** (SIMS route **Focus | Student | Student Details**).

**Additional Resources:**

Setting the Headed Stationery Parameters in the Setting up Examinations Organiser chapter of the Preparing Examinations Organiser for an Exams Season handbook
Certification Results Broadsheet Report

**IMPORTANT NOTE:** When running the Certification Results Broadsheet report and selecting Level <All> the results for both the reformed 9-1 qualifications and the legacy qualifications (A*-G) are displayed.

This report is used to review the full certification examination results achieved by the candidates in the selected cohort. You can also use it to view the candidates’ full certification forecast grades.

The report header displays the School name, selected season, qualification, level and the group for which the report was produced. For each candidate, the report body displays their Year group, Registration group, the number of entries and their results for each of the examinations that they took.

The mechanism used to ensure that the different options are grouped together so that they are displayed in the same column (e.g. tiers of Maths), is to cluster by QCA code. If a QCA code is absent from an element, that element cannot be assigned to a column in the report.

This is the reason why the results for different examination boards behave differently. For example, CCEA and WJEC have total coverage in the basedata, AQA for all certifications and OCR for non-vocational certifications. EdExcel do not currently provide QCA codes as part of their basedata.

Currently, the solution to the QCA code not being present in the basedata is to display the Basedata tree and add the appropriate QCA code to the required certification element.

Under certain circumstances, this assignment of a QCA code will need to be based on informed guesswork.

**NOTE:** Remember that the **00** values should be used for GNVQ, VCE and Applied GCSE only.

It is hoped that in the future, examination boards will amend their process and supply the QCA codes as part of their basedata. This will ensure that an examination board’s authentic QCA code overwrites any values erroneously assigned by a user.

To assign a QCA Code to an element:

1. Click the **Manage Basedata** button or select **Focus | Basedata** to display the **Basedata for Season** dialog.

   ![Manage Basedata button](image)

2. Navigate to the fourth level item (element) by clicking the **+** button to expand the navigation tree and highlight the required element.

3. Right-click the required element and select **Properties** from the pop-up menu to display the **Properties of Element** dialog. The **Basic Details** page is automatically selected.

4. Enter the **QCA Code** (Qualifications and Curriculum Authority, formerly known as the LEAP code or SCAA code) for the element.
5. Repeat Steps 2-4 until all of the required Subjects have been assigned a QCA Code.

**IMPORTANT NOTE:** Results, for certifications only, are displayed in the report output. Equivalents, endorsements and units are not displayed in the report output.

6. Select Reports | Results | Certification Broadsheet to display the Report Criteria – Certification Results Broadsheet dialog. It is possible to display all results that an individual student has achieved whilst at your school.

7. Select the Report Type, either Results or Forecast, by clicking the Field Browser button and selecting from the drop-down list.

8. Select the Season for which you want to run the report by clicking the Field Browser button and selecting from the drop-down list. You can also select <All> to view values for all seasons.

9. Select the Qualification by clicking the Field Browser button and selecting from the drop-down list. If you have selected <All> from the Season drop-down list, you can also select <All> to view all existing qualifications.

10. Select the Level for the report by clicking the Field Browser button and selecting the required level from the drop-down list. The levels available are those associated with the selected qualification. If you have selected <All> from the Season drop-down list, you can also select <All> to view all existing levels.

11. Select the Group for which you wish to run the report by clicking the Field Browser button and selecting from the drop-down list. The groups available are Season Candidates, Curriculum Years, Registration Groups.

12. The Membership Date defaults to the Start date of the Season that you have selected. It can be changed by clicking the Calendar button and selecting a different date or by manually entering the required date in the field. If you have selected <All>, this field remains blank.
13. The **Show Non EDI Qualifications** check box is selected by default. Deselect this check box if you do not want to include non-EDI qualifications in the report output.

14. Select the **Order** of the report by clicking the **Field Browser** button and selecting the order from the drop-down list. The options available are **Exam Number, Candidate Name** and **Reg group + Candidate Name**.

Select the **Output Mode** of the report by clicking the **Field Browser** button and selecting the order from the drop-down list (for Forecast reports, only Grades is available). The options available are:

- **Grades**
  The report displays the grade achieved, or forecast, for each subject. An additional row at the end of the report will display the total **Number of Results** for each subject.

- **Points**
  The report displays the points equivalent for each grade (e.g. **Grade A** at GCSE French is displayed as 7).

  An additional column on the right displays the average points score per entry for each student (e.g. for a candidate scoring **A** in GCSE Full Course level and **D** in another subject at GCSE Short Course level, the average points are calculated as \( \frac{7 + 3}{2} = \frac{10}{2} = 5 \)).

  For each subject, rows at the end of the report display:
  - **Total number of equivalent entries** – a Full Course counts as 1, a Short Course as 0.5
  - **Average Score** – i.e. the total of the points scores for all students for the subject divided by the number of equivalent entries.

- **Residuals**
  As for the Grades option, an additional column on the right will display the average points score per entry for each student.

  The residual value displayed against each subject is the difference between the points value of the grade achieved for the subject and the candidate’s average points score per entry.

  For example, if a student’s average points score across all subjects entered is 4 and the student has scored Grade A (i.e. 7 points) for Drama at GCSE Full Course, then the residual value for Drama is \( 7 - 4 = 3 \). The residual value can also be a negative number, e.g. if the student has scored Grade D (i.e. 3 points), then the residual value is \( 3 - 4 = -1 \).

  For each subject, rows at the end of the report display:
  - **Total number of equivalent entries** – a Full Course counts as 1, a Short Course as 0.5.
  - **Average Residual** – i.e. the total of all students’ residual values for the subject divided by the number of equivalent entries.

15. Click either the **Print** button to display the report, or the **Export** button to export the report.
Clicking the Export button opens the Save As dialog. Enter or select the filename and location to which you wish to save the export file. Select the required file type, either .TXT or .CSV, by selecting from the Save as type drop-down list, and then click the Save button.

Once the export process has completed successfully, you can open the file to view, format and print, as required.

Subject/Grade Analysis Report

**IMPORTANT NOTE:** Examinations Officers must be aware that this report needs to be run twice; once for the reformed 9-1 qualifications and again for the legacy A*-C qualifications.

This report can be produced to review the breakdown of grades for a given subject.

The report header displays the School name, selected season, qualification, level and the group for which the report was produced. For each subject, the report body displays the number of subject entries associated with it and the number/percentage of candidates achieving each grade. The number/percentage of A*-C and A*-G are also displayed for GCSE qualifications.

1. Select Reports | Results | Subject/Grade Analysis to display the Report Criteria – Subject/Grade Analysis dialog.

   ![Report Criteria - Subject/Grade Analysis](image)

2. Select the Season for which you wish to run the report by clicking the Field Browser button and selecting the required season from the drop-down list. You can also select <All> to view values for all seasons.

3. Select the Qualification by clicking the Field Browser button and selecting the required qualification from the drop-down list.
4. Select the **Level** for the report by clicking the **Field Browser** button and selecting the required level from the drop-down list. The levels available are those associated with the selected qualification. Additional **Levels** can be selected in the **Subject/Grade Analysis Report Criteria** dialog and the **Group Performance Analysis Report Criteria** dialog for 9FC (Full Course), 9SC (Short Course) and 9DA (Double Award - Science). The report populates the A*-C column when <All> is selected from the **Season** drop-down list in conjunction with the **Level** of 9FC - GCSE (9-1) **Full Course**.

5. Select the **Group** for which you wish to run the report by clicking the **Field Browser** button and selecting the group from the drop-down list. The groups available are **Season Candidates, Curriculum Years, Registration Groups, and PI Cohorts**. The **Membership Date** defaults to the **Start** date of the **Season** that you have selected. It can be changed by clicking the **Calendar** button and selecting a different date or by manually entering the required date in the field. If you have selected <All>, this field remains blank.

6. Select the **Mode** for the report by clicking the **Field Browser** button and selecting the mode from the drop-down list. Select either **Raw** or **Percentage**, as appropriate.

7. Select the **Order** of the report by clicking the **Field Browser** button and selecting the order from the drop-down list. The options available are **Code** and **Description**.

8. Select the **Show Cumulative** check box if you wish the previous percentage or raw score for grades to be added to the percentage or raw score for the next grade, etc. For example, A* may be 8.50, A would be 8.50 + 8 = 16.5 and so on. The **Group by Season** check box is only available for selection if you have selected <All> from the **Season** drop-down list.

9. Click either the **Print** button to display the report, or the **Export** button to export the report. Clicking the **Export** button opens the **Save As** dialog. Enter or select the filename and location to which you wish to save the export file. Select the required file type, either .TXT or .CSV, by selecting from the **Save as type** drop-down list, and then click the **Save** button. Once the export process has completed successfully, you can open the file to view, format and print, as required.

**NOTE:** Only certification results are included in the report output.
Group Performance Analysis Report

**IMPORTANT NOTE:** Examinations Officers must be aware that this report needs to be run twice; once for the reformed 9-1 qualifications and again for the legacy A*-C qualifications.

This report provides, on or after results day, a quick class-by-class summary of subject performance.

1. Select **Reports | Results | Group Performance Analysis** to display the **Report Criteria – Group Performance Analysis** dialog.

2. Select the parameters of the report, by clicking the appropriate **Field Browser** buttons:
   - **Season** – only seasons for which Performance Indicator values have been calculated are available for selection. You can also select **<All>** to view values for all relevant seasons.
   - **Qualification** – only qualifications represented in the selected season are available for selection.
   - **Level** – only levels for the selected qualification are available for selection, with **All** being the default. Additional **Levels** can be selected in the **Subject/Grade Analysis Report Criteria** dialog and the **Group Performance Analysis Report Criteria** dialog for **9FC** (Full Course), **9SC** (Short Course) and **9DA** (Double Award - Science).
   - **Year Group** – these are Curriculum Years and are limited to those represented in the **All Candidates** group for the selected season.
   - **Group Type** – you can select **Class**, or **Course** with **Class** being the default. If you have selected **<All>** from the **Season** drop-down list, you can also select **Groups**.
Output Mode – the Output Mode can be Numbers or Percentages, with Numbers being the default. If you have selected <All> from the Seasons drop-down list, you can also select Groups.

Residual Calculation – the option is now given to compare the results of groups and individuals with the stored PI values, as previously, or with the matching qualification – e.g. for GCSE results, comparing only with all GCSE results.

Membership Date – the Membership Date defaults to the Start date of the selected Season. It can be changed by clicking the Calendar button and selecting a different date or by manually entering the required date in the field. If you have selected <All>, this field remains blank.

3. Select the report format:
   - Split by Gender – select this check box if you wish to breakdown the analysis by male and female students.
   - Expand Groups – select this check box if you wish to see an analysis of each student in a class/course, as well as the overall class analysis. If you select this option, each group begins on a fresh page.
   - Page per Subject – select this check box if you wish each subject to start on a new page of the report.
   - Group by Season - this check box is only available for selection if you have selected <All> from the Season drop-down list.
   - Show Residuals Only - select this check box if you want to suppress the grades in the report output and view the residual calculations only.

   NOTE: If the Expand Groups check box is selected, the Page per Subject is automatically selected and disabled. In addition, the Export function is not available and the Export button is disabled.

4. Click either the Print button to display the report, or the Export button to export the report.

### Class Performance Analysis

<table>
<thead>
<tr>
<th>Name</th>
<th>Cat/No</th>
<th>Year</th>
<th>Gender</th>
<th>Aver All At Residual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adele</td>
<td>3601</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Julie</td>
<td>3693</td>
<td>12</td>
<td>F</td>
<td>48.00</td>
</tr>
<tr>
<td>Kiki/Sara</td>
<td>4603</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Kaidi/Julie</td>
<td>3605</td>
<td>12</td>
<td>F</td>
<td>48.00</td>
</tr>
<tr>
<td>Morgan/Fiona</td>
<td>3605</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Schmid/Sarah</td>
<td>3675</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Valente/Rosa</td>
<td>3673</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Valente/Rosa</td>
<td>3673</td>
<td>12</td>
<td>F</td>
<td>48.00</td>
</tr>
<tr>
<td>Valente/Rosa</td>
<td>3673</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
<tr>
<td>Zara/Polomen</td>
<td>3674</td>
<td>12</td>
<td>M</td>
<td>48.00</td>
</tr>
</tbody>
</table>
Clicking the **Export** button opens the **Save As** dialog. Enter or select the filename and location to which you wish to save the export file. Select the required file type, either .TXT or .CSV, by selecting from the **Save as type** drop-down list, then click the **Save** button.

Once the export process has completed successfully, you can open the file to view, format and print, as required.

**Report Details**

The exact analysis displayed in the report will differ depending on the options you select in the **Group Performance Analysis Report Parameters** dialog.

**Example Report 1**

The following graphic shows a report with the following options selected:

- **Group Type:** Class
- **Output Mode:** Numbers
- **Gender:** Split
- **Groups:** Not expanded

The report displays the following columns:

- **Subject** – the subjects in the curriculum whose results are being reported on.
- **Class** – the classes associated with the selected year group and the subject.
- **Supervisor** – the main supervisor for the class on the **Membership Date**.
- **Gender** – with the **Split by Gender** check box selected, this displays analysis for the class in three rows, **A (All)**, **M (Male)** and **F (Female)**.
- **Students** – the number of students who have results recorded against them and who are members of the class and the selected year group.
- **Grades** – the list of grades and the number of results at each grade. Only certification results are counted – endorsements /equivalents are excluded.
- **Average** – the average points scored by the row of students – calculated by totalling the points corresponding to the grade and level and then dividing by the total number of results for all grades.
NOTE: The points equivalent for a grade achieved in a Short Course is half that of a Full Course. Similarly, when calculating the total number of results for all grades, a Short Course counts as 0.5.

**All Average** – this is calculated by totalling the number of points accrued for all subjects by all the candidates in the class and dividing it by the total number of entries for the season by all the candidates in the class.

The concept of equivalent entries ensures that not only the level selected, e.g. GCSE, but also other levels regarded as equivalent are taken into account. This figure is read from the PI – Calculated values.

- **Residual** – this is the difference between the class average points score for all class members for the individual subject and the average of all class members for all subjects. This should be difference between Average and All Average for the class in consideration.

**Example Report 2**

This graphic shows a report with the following options selected:

- **Group Type:** Course
- **Output Mode:** Percentage
- **Gender:** Not split
- **Groups:** Unexpanded

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Gcsh</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>All</th>
<th>A%</th>
<th>B%</th>
<th>C%</th>
<th>D%</th>
<th>E%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>GCSE</td>
<td>A</td>
<td>52</td>
<td>90.5</td>
<td>49.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eng Lit</td>
<td>GCSE</td>
<td>A</td>
<td>92</td>
<td>81.6</td>
<td>50.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>A</td>
<td>17</td>
<td>62.6</td>
<td>39.7</td>
<td>6.7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IT</td>
<td>IT</td>
<td>A</td>
<td>15</td>
<td>55.5</td>
<td>46.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The following columns differ from the previous example:

- **Course** – the courses associated with the selected subject.
- **Gender** – as the Split by Gender check box has not been selected, this displays analysis for the course as A (All), only.
- **Students** – the number of students who are members of the course and of the selected year group and who have results recorded against them.
- **Grades** – the percentage of students with recorded results who achieved each grade.
Example Report 3

This final graphic shows a report with the following options selected:

- **Group Type:** Class
- **Output Mode:** Numbers
- **Gender:** Not split
- **Groups:** Expanded

This differs from the previous example reports because the **Expand Groups** check box has been selected. This results in an analysis of each student in a class/course being shown, as well as the class analysis. It also means that each subject will start on a new page.

For each student, the **Average** column is the average points score for the student in the subject – usually the score for the single result achieved. The **All Average** column is the candidate’s average points score for all subjects entered. The **Residual** column is the difference between the **Average** and the **All Average**.

**Export Results**

You can export examination results held in Examinations Organiser to a .CSV or .TXT file. This enables you to review the results data, incorporate the data into school reports, or use it for analysis purposes.

The header of the exported file displays the name of the season, series and group selected together with the date that the export file was created. The detail record displays the candidate’s name, Exam Number, UCI, Registration and Year Group, Admission Number and examination results, grouped by element.

**Important Information on Exporting Results to a CSV File**

You can export examination results held in Examinations Organiser to a .CSV or .TXT file. This enables you to review the results data, include the data in school reports or use it for analysis purposes.

The header of the exported file displays the name of the season, series and group selected together with the date the export file was created. The detail record displays the candidate’s name, Exam Number, UCI, Registration and Year group, Admission Number and examination results, grouped by element.
1. Select **Reports | Results | Export Results** to display the **Exam Results Export Parameters** dialog.

2. Select the **Season** for which you wish to export result data by clicking the **Field Browser** button and selecting from the drop-down list. All seasons in Examinations Organiser are available for selection, including closed, locked and domestic seasons. You can also select `<All>` to view values for all relevant seasons.

3. Select the required **Series** by clicking the **Field Browser** button and selecting from the drop-down list. The series available are those associated with the selected season. The **All Series** option enables all examination results in the selected season to be exported.

4. Select the required **Group** by clicking the **Field Browser** button and selecting from the drop-down list. The groups available include **Season Candidates, Curriculum Years**, etc. Any examination results for a candidate who was a member of the selected group as of the start date of the selected season is exported.

5. Select the **Process** by clicking the **Field Browser** button and selecting from the drop-down list. This enables you to specify the type of results you wish to export. The options available are **Entry**, **Equivalent**, **Forecast** and **Result**. If you select **Entry**, all entries (including those that have been withdrawn) are exported.

6. Select the **Level** by clicking the **Field Browser** button and selecting from the list.

7. Select the **Element Type** by clicking the **Field Browser** button and selecting from the list. The options are **All Results, Certification Results** and **Unit Results**.
8. Select the method of examination results selection by clicking the Field Browser button adjacent to the Select by field and selecting from the drop-down list. The options are Award and Element.

9. The Membership Date defaults to today's date but this can be changed by selecting an alternative date from the Calendar.

10. Select the Order in which the examination results will be displayed in the export file by clicking the Field Browser button and selecting the order from the drop-down list. The options available are Exam Number, Name and Reg + Name.

11. Select the Single Record per Candidate check box to produce one record per candidate and a column for each result aspect that conforms to your request.

If you deselect this check box, the Include Element title in Header check box becomes disabled and the export file will include one record per result only. The information exported for each result comprises aspect name, level, board code, board name, subject code, subject title, result month, result year, result, school status, points value (for grades) and percentage of maximum mark (for marks).

12. Select the Include Element title in Header check box, if required.

13. Click the Field Browser button adjacent to the Selections frame to display the Awards chooser. The chooser displays either a list of awards or elements, depending on the option selected in the Select by field.

14. Select the required awards or elements by double-clicking them or highlighting an item in the list and clicking the Choose button. Multiple awards or elements can be selected by holding down the Ctrl key and clicking each item, then clicking the Choose button. Select all the awards or elements by clicking the Choose All button.

All selected awards or elements are displayed in the Selected Items frame. Remove any items added in error using the same selection method as before and clicking either the Remove or Remove All button.

The Number of Available Items for selection and the Number of Selected Items automatically updates when items are selected or deselected from the chooser.

15. Click the Update button to return to the Exam Results Export Parameters dialog. Your award or element selections are displayed in the Selections frame.

16. Click the Export button to display the Save As dialog. To export the report, click the Export button to display the Save As dialog. Enter or select the filename and location to which you wish to save the export file. Select the required file type, either .TXT or .CSV, by selecting from the Save as type drop-down list, and then click the Save button.

17. Once the export process has completed successfully, you can open the file to view, format and print, as required.
Producing the EDI Submission Log Report

This report is produced to review the history of submissions made to the exam boards.

The report displays the examination board for which the submissions have been made, the type of submission file, the file name, the date and time the file was generated, the date and time the file was submitted and the name of the user who submitted the file.

1. Select Reports | EDI Submission Log to display the Report Criteria – Print EDI Submission Log dialog.

2. Select the date range for the report by completing the From and To Date fields.

3. Click the OK button to produce the report.

Candidate Progress Report

This report can be accessed by selecting Reports | Checks | Candidate Progress.

This report enables Examinations Officers to track the progress of a candidate within an award, over a sequence of seasons. This is achieved by displaying all results for any aspect associated with the chosen award. These usually belong to elements associated with the award, but may also be for the award itself (an Edexcel Enrolment) or it may be a coursework mark for a component assigned to an associated element.

The report header displays the candidate personal details including their name, as well as their Exam Numbers, Year, Reg Group and a combination of examination board, qualification and award details. For each examination, the report body consists of the parent assessment code, type and title as well as the aspect type, result and associated season.

IMPORTANT NOTE: If an embargo has been set for the current season to disable the viewing or examination related data for a defined period of time, and you are currently in the embargo period, only authorised personnel can run this report for the current season.
1. Select Reports | Checks | Candidate Progress to display the Report Criteria – Candidate Progress dialog.

2. Select the Award, Class and Membership Date Range for the group by clicking the appropriate Field Browser and Calendar buttons.

3. Select the Candidates by clicking the adjacent Field Browser button and select the Date Range by clicking the appropriate Calendar button. The From date defaults to the beginning of the current academic year and the To date defaults to today’s date.

4. Click the OK button to produce the report.

Exams Graphs in Discover

Before accurate and up-to-date Exams data is visible in Discover, there are a number of prerequisites.

- Exams basedata must have been imported into Examinations Organiser.
- Exam results must have been imported/recorded in Examinations Organiser.
- The PI values must have been collated and calculated in Examinations Organiser/SIMS.
- The SIMS data must have been transferred into Discover using the Discover Administration Utility.

For further information, please refer to the Discover User Guide handbook.

**IMPORTANT NOTE:** Before proceeding, consider any active exam embargoes and the possibility of exam results being visible to users who may not be authorised to view them.
Click the **Exams** button to display a drop-down list of available graph outputs.

All Key Performance Indicator values, Baccalaureate results, Summary and Residuals data is calculated in Examinations Organiser/SIMS before being transferred to Discover. If there is no data visible via **Reports | Results | Subject/Grade Analysis, Group Performance Analysis and Performance Tables**, the Exams graphs in Discover are blank. As soon as data is available in the Examinations Organiser/SIMS reports and the data Transfer process has transferred the data into Discover, the Discover Exams graphs display the correct data when dropped on the canvas.

The following graph definitions are available from the Exams catalogue:

- **KS4 5+ A*-C, English A*-C and Maths A*-C** - this Venn diagram displays details of all students who have achieved five or more A*-C grades in addition to achieving an A*-C grade in both English and Maths.

- **KS4 KPI Summary** - this bar graph shows the student totals for the Key Performance Indicators in Key Stage 4 that have been calculated in SIMS. The data displayed in this graph matches the output from the Performance Tables report in Examinations Organiser/SIMS.

- **KS4 English Baccalaureate Venn** - this Venn diagram displays a separate circle for all students in the Key Stage 4 cohort who have achieved a grade of A*-C in the following subjects:
  - English
  - Humanities
  - Mathematics
  - MFL (Modern Foreign Language)
  - 2+ Science subjects.
06| Producing Other Reports in Exams

The central section of the Venn diagram contains the details of all students who have achieved a grade of A*-C in all subjects. This Venn diagram is only visible to schools in England.

- **KS4 Grade Distribution** - this stacked bar graph displays the distribution of new 9-1 GCSE grades for Maths, English Literature and English Language. The stacked bar graph can be viewed either as a count of students or as a percentage value by changing the display option. The data displayed in this graph matches the output from the Subject/Grade Analysis report in Examinations Organiser.

- **Exam Residuals by Subject** - this bar graph displays the residuals for all the GCSE examination subjects for all students in the Key Stage 4 cohort. The drill down feature enables you to view the class supervisor information beneath each subject data point.

- **Welsh Baccalaureate** - the default graphical display is a bar graph of on-roll students. Information is displayed for the Level 1 Welsh Baccalaureate Foundation Diploma, Level 2 Welsh Baccalaureate Intermediate Diploma and Level 3 Welsh Baccalaureate Advanced Diploma. On the reverse of the graph, a record is displayed for each KS4 PI cohort with a true/false value for each Diploma Level. This bar graph is only available to schools in Wales.

Additionally, the following Exams predefined graph definitions can only be compiled and viewed if you have appropriate permissions:

- **KS4 Grade Distribution**
- **KS4 Exam Residuals by Subject**

**IMPORTANT NOTE:** Only users with appropriate permissions can view details of Examination Results. SIMS Discover respects all results embargoes that have been specified in Examinations Organiser via Tools | School Setup | Results Embargo.

The following graph definitions are available for the Performance Indicator cohort Age 16+:

- **KS5 A2 Point Scores per Student** - the default graphical display shows the average point scores per student for the A2 Level.
- **KS5 A2 Point Scores per Entry** - the default graphical display shows the average of averaged point scores per entry for the A2 Level.
- **KS5 A2 Grade Distribution by Subject** - the default graphical display shows the grade distribution by subject for the A2 Level results, with drill through to class supervisors.
- **KS5 A2 Exam Residuals by Subject** - the default graphical display shows exam residuals by subject for KS5 A2 Level, with drill through to class supervisors.
- **KS5 AS Point Scores per Student** - the default graphical display shows the average point scores per student for the AS Level.
- **KS5 AS Point Scores per Entry** - the default graphical display shows the average of averaged point scores per entry for the AS Level.
- **KS5 AS Grade Distribution by Subject** - the default graphical display shows the grade distribution by subject for the AS Level results, with drill through to class supervisors.
- **KS5 AS Exam Residuals by Subject** - the default graphical display shows the exam residuals by subject for KS5 AS Level, with drill through to class supervisors.
Glossary

Aspect

An aspect is the definition of an assessment used to hold predicted grades, record final results, record results for any endorsements, hold indication of entry and record coursework marks or grades. The definition includes what is to be assessed, the manner in which it is assessed and a range of acceptable grades.

Attainment 8

Attainment 8 is a measure of the average grade for a student across 8 subjects including mathematics (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Award

An award is defined in terms of an examination board, level, title and the course to which it relates. It specifies the qualification aim that members of a Course are directed towards. As basedata for successive series is imported from the examination boards, users will attach the options, units, certifications (elements), etc. to the appropriate award(s), to indicate the steps that eligible candidates may take towards certification.

Awarding Body (Organisation)

Any authority or agency recognised as competent to assess and issue qualifications in any academic or vocational field.

Board

Any authority or agency recognised as competent to assess and issue qualifications in any academic or vocational field.

Most activity will take place in relation to the three Unitary Awarding Bodies (UABs) in England – namely Edexcel, AQA and OCR – and their equivalent in Wales and Northern Ireland, WJEC and NICCEA.

Centre

An establishment licensed to administer examinations. All secondary schools are centres.

Centre Number

All centres have a 5-figure centre number issued by the National Centre Registry at Cambridge. A few colleges, particularly if they arise from an amalgamation of geographically separated sites, have more than one.

Certification Claim

The entry code required by the examination board signifies that, in the eyes of the school, the candidate has completed the requirements for certification and is now claiming the certification.
Component
A component is an examinable task that constitutes the whole or part of what a candidate must present to satisfy the requirements for an element. It may be a timed paper, a practical exercise, a coursework assignment, a test or a portfolio.

EDI
Electronic Data Interchange – the transfer of computer data from one computer system to another via a modem link.

Element
An element is a term used within Examinations Organiser to refer to a record in the ‘O’ (Options) basedata file. It may be an option in the traditional sense, a module, a unit, a registration or a certification claim – anything for which the board requires notification of candidate entry.

Enrolment
A dated link between a candidate and an award. It indicates a commitment on the part of the candidate to work towards one or more of the outcomes contained by the award.
This entity is not currently in use.

Entry
A link between a candidate and an element.

Estimated Attainment 8
The estimated Attainment 8 score is the average Attainment 8 score of all students nationally who achieved the same Prior Attainment at Key Stage 2. A student’s Prior Attainment is defined as the average of their KS2 English and Mathematics results, in fine graded levels.

Examination Board
Any authority or agency recognised as competent to assess and issue qualifications in any academic or vocational field.
Most activity will take place in relation to the three Unitary Awarding Bodies (UABs) in England – namely Edexcel, AQA and OCR – and their equivalent in Wales and Northern Ireland, WJEC and NICCEA.

External Candidate
For a person to be considered for taking an examination, they must first be recognised as a candidate in Examinations Organiser. Registering a person as an external candidate consists of associating them with a season and allocating both an exam number and a UCI number.

NOTE: You cannot add external candidates if the season is locked or closed.
Option
An option is anything for which the examination board requires notification of candidate entry. The Examinations Organiser term for this is ‘element’.

Progress 8
A student’s Progress 8 score is defined by the DfE, and is calculated by subtracting their estimated Attainment 8 score from their actual Attainment 8 score. The school’s Progress 8 score is the mean average of all the students' mean progress scores.

QCA Code
QCA is the Qualifications and Curriculum Authority, the regulating body for all curriculum and assessment in schools. The QCA Subject Classification Code (formerly known as the LEAP code or SCAA code) is the standard subject code used for the subject-by-subject analysis in the Schools Performance Tables. Every certification element will have a QCA code, although the examination board may not include it in the ‘O’ file; units/modules are not subject to PI analysis and a code may not have been issued by QCA at this level and therefore will not appear in the ‘O’ file. However, these codes are the only standardised way of referencing subjects and are therefore used by SIMS Analysis to categorise elements by subject. The field is made editable in the element properties dialog to enable users who wish to perform such analysis at unit level to do so. The QCA code is also known as the discount code.

QN
The Qualification (Accreditation) Number.

Qualification
In the context of basedata, a qualification indicates a framework for assessment, which may exist at a variety of levels. Examples are GCSE, GCE, VCE and GNVQ.

Result Set
Used in SIMS Assessment to collate results to be processed in a single ‘view’. A season in Examinations Organiser maps directly to a result set in SIMS Assessment.

Season
A timeframe in which examinations are administered and are entirely user-defined. It is anticipated that a season will contain examinations of a generally similar character, e.g. external, Key Stage, internal, etc. seasons may run concurrently, but only one season can be current at a given time. All activity under the Focus menu operates within the selected season.

Season Pattern
Provides a way of grouping a set of examinations that are normally sat at a given time each year. They consist of a code, title, description and set of associated months. A season is then created based on a selected season pattern.
Glossary

**Series**
A collection of syllabuses, options, components, etc. defined by the examination board for its own administrative purposes to manage the entry of the results process. A series will usually, although not always, have a single closing date for entries, together with a defined date for the return of results.

**Template**
The definition of a set of columns that are merged with a group of candidates to produce a marksheet.

**UCI**
Unique Candidate Identifier – a 12-digit number with a check letter, primarily used to track individual students who change schools during a modular course. It is calculated by the school’s MIS from an algorithm defined by the Joint Council.
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