



Young People's
Learning Agency

A Guide to Funding Foundation Learning

**For learners aged 16-18 working predominantly at entry and level 1,
and up to age 25 for learners with Learning Difficulties and/or
Disabilities funded by the YPLA**

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For information

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1. Introduction

- 1.1 The Young People's Learning Agency (YPLA) funds Foundation Learning (FL) for young people aged 16-18, and up to age 25 for Learners with Learning Difficulties and/or Disabilities (LLDD) through the Demand-led funding (DLF) methodology. The definitive requirements for funding all the YPLA's programmes are documented and can be found in the suite of documents known as The Young People's Learning Agency Funding Guidance 2010/11. These documents are available on the YPLA's web site at the following link. <http://www.ypla.gov.uk/aboutus/ourwork/funding/dlf/>

2. Purpose of this guide

- 2.1 The purpose of this guide is to assist training providers¹ to understand how FL is funded within the context of the YPLA's Demand-led funding methodology. This guide is written for both those who have to manage funding and record it accurately and for curriculum heads and practitioners who need an overview of how the funding works. Using the guide will enable providers to estimate income and claim the correct levels of funding. Annex A includes a brief overview of how the funding formula used for allocations and outturn calculations works. Should you be reading this guide without an understanding of the DLF methodology then it is recommended that you read Annex A first. The guide aims to reduce the time providers need to invest in understanding how the funding works and to reduce errors.
- 2.2 The contents of this guide are based on feedback received from the FL pilot sites and has been consulted on through the Department for Education's (DfE) LLDD Advisory Group and Local Authorities. The guide is supported by six worked examples and a frequently asked question and answer brief which can be found at the following link.
<http://www.ypla.gov.uk/aboutus/ourwork/funding/funding-foundation-learning/>
- 2.3 The Information Authority (IA) has produced a guide to recording FL on the Individual Learning Record (ILR) in 2010/11 and this funding guide should

¹ A generic term used throughout this guide to describe any organisation that receives funding from a Local Authority (LA) for a YPLA programme

be read in conjunction the IA guide. The guide to recording FL on the ILR is available on the IA web site at the following link.

http://www.theia.org.uk/downloads/ilrdocuments/201011_guidance.htm

- 2.4 Adults aged 19-24 who have received a Section 139A or Section 140 Learning Difficulty Assessment and who have Additional Learning Support (ALS) requirement over £5,500 are funded by the YPLA/LAs and are therefore covered by this guidance. Funding for all other adults, including those that have an assessment but do not require this level of support, are funded by the Skills Funding Agency. The Skills Funding Agency has published its own arrangements for funding adults on FL Programmes. Links to these documents can be found in the section on Further Information at the back of this guide.
- 2.5 A full reference library of documents on Foundation Learning can be found on the Learning and Skills Improvement Service (LSIS) website at the following link. Other useful sources of information are referenced at Annex B.
www.excellencegateway.org.uk/foundationlearning

3. Overview of Foundation Learning

What is Foundation Learning?

- 3.1 FL is a national programme of learning for learners aged 14-19 working predominantly at entry level or level 1. It offers a personalised and flexible programme of learning, based around qualifications from the Qualifications and Credit Framework (QCF) and is focused on progression. The FL programme is made up of the three areas listed below, the balance between each element depends on individual need.
 - vocational or subject learning
 - personal and social development (PSD)
 - and functional skills.

FL aims to support and improve outcomes for the 25% (approx 150,000 each year) of young people who do not, currently, achieve a level 2 qualification by the age of 19.

- 3.2 Foundation Learning will provide clear and coherent progression routes to higher level learning and other goals. It offers learners flexibility, choice and the opportunity to concentrate on a specific vocational area - and through qualifications accredited on the QCF an easily recognised means of accrediting achievement at entry level and level 1.
- 3.3 FL learners follow carefully personalised programmes, based on an initial assessment to identify their prior achievements, educational needs and future goals. These personalised learning programmes are designed to support the progression of every learner. This may be towards a learning programme at level 2, a return to GCSE study, skilled work or Apprenticeship programme, or it may be towards independent living or supported employment.
- 3.4 A successful FL programme provides an integrated and coherent learning experience, which will help the learner move towards their goal. Both the content and duration of learning programmes are flexible, to suit individual needs. The wrap around of advice, guidance, review and support are an integral part of FL and Programmes can be revised as the learner progresses. Further supporting information is available at the following link.

Why are we integrating Entry to Employment (E2E) into FL?

- 3.5 Since 2008 the LSC has been working to ensure that E2E and the Key Stage 4 Engagement programme will form part of the FL route from September 2010.
- 3.6 The LSC, QCDA and LSIS have been working to ensure that E2E providers are prepared for this change and have the capacity, in house or through partnership arrangements, to deliver the breadth of provision required. 2009/10 will be the last year of the Key Stage 4 Engagement and E2E programmes as independently-funded programmes.
- 3.7 We believe that by utilising bite-size qualifications from the QCF, learners will be enabled to achieve more effective progression than many of the current E2E programmes.

- 3.8 Pilot schemes have been underway since 2008 and all local authorities are expected to provide some Foundation Learning to 14-19 year-olds by September 2010.
- 3.9 The expectation for providers of specialist learning for learners with learning difficulties and/or disabilities is that they should be moving towards delivering all three strands of the FL offer as quickly as possible and as appropriate for their learners.

What are the benefits to learners?

- 3.10 Practitioners work with learners to develop FL programmes, which are personalised and tailored to an individual's interests and aspirations, and provide nationally-recognised qualifications. FL enables learners to make choices about what they study and in which vocational direction, as well as how they plan their progression. It helps build confidence through positive achievements, and accredits their learning – including vocational qualifications at level 1.
- 3.11 Improvements in behaviour, motivation and engagement pre-16 will increase participation and achievements post-16, with the overarching FL framework smoothing out transition at 16. Young people will be able to build confidence through positive achievements and to fulfill their potential through real progression.
- 3.12 Although E2E has been a success in supporting over 30,000 young people each year to progress to a positive destination at the end of their programme, the introduction of FL is an opportunity to expand and build on this success enabling providers to improve on the excellent work done through E2E and increase progression outcomes.

What are the benefits to providers?

- 3.13 FL offers learners a motivating and challenging curriculum that will engage learners potentially meaning better attendance, less disruption and better achievement. FL achievements also count towards the pupil attainment indicators considered by Ofsted; and, for post-16 providers, contributes to the provider factor in relation to future funding.
- 3.14 The FL model offers an opportunity to drive up overall demand for and engagement in learning ahead to maximise participation.
- 3.15 FL funding is properly individual as funding is based on the qualifications that a learner will actually take. This allows providers to pull together personalised programmes of learning for individuals and receive the funding they need to deliver it.
- 3.16 The available budget for FL has been increased by £12m for 2010/11 so that providers can extend their teaching time to meet the FL specification and Additional Learning Support by over 8% so that provision to assist vulnerable learners can increase.

4. Key funding changes for 2010/11 academic year

- 4.1 FL for post 16 learners and providers is taking a major step forward in August 2010 when E2E and entry and level 1 provision in Further Education (FE) will be delivered as FL programmes. The aim of all YPLA funding mechanisms is to ensure that providers receive sufficient funding to efficiently deliver an effective programme. To ensure this is the case for FL the YPLA has introduced a number of changes to the methodology and clarified some existing features. The section below summarises these changes and clarifications.

Introduction of the FL weekly aim

- 4.2 Providers should aim to ensure that learners starting on FL are working towards accredited qualifications on the QCF and functional skills. However, in some cases it is recognised that some additional flexibility may be required. Therefore a planning assumption of 10% of Standard Learner Numbers (SLNs) which can be delivered as weekly funded, has been built into the model.
- 4.3 This does not mean the continuation of E2E programmes for some learners, rather it provides some flexibility within the programme for what should be a minority of learners for most providers. Given that QCF Qualifications, including those for FL, are expressly designed to be more flexible and inclusive, in effect lowering the hurdle into accredited learning and given the importance of achievement of qualifications and sustainable progression, all learners should participate in accredited provision as soon as possible.
- 4.4 It is for the provider to determine which learners require a period of weekly funding, subject to the provider remaining within its allocation, for weekly funding. Should a provider believe they require more than 10% of their SLNs as weekly funded then they should submit a short case to their main LA contact as the application of this flexibility is at the LA discretion.

Entry Level 1 Qualifications

- 4.5 At entry level 1 learners take significantly different periods of time to achieve qualifications and may need to take the same unit more than once. The recommended structure for the early stages of entry level 1 is the ten step progression continuum. Therefore the YPLA will “unlist” all entry level 1 qualifications that use the ten point continuum. This means the qualification will be funded at the number of guided learning hours (glh) providers require and subsequently record on the ILR as “planned glh”.

Functional Skills

- 4.6 For delivery by Learner responsive providers Functional Skills are unlisted. The provider will be funded at the number of guided learning hours (glh) they require and subsequently record on the ILR as “planned glh” and not the

standard 36 glh listed on the Learning Aims Database (LAD). Delivery in school sixth forms and Apprenticeships is funded at 36 glh.

Unlisting other qualifications

- 4.7 The argument presented in paragraph 4.5 above may also apply to qualifications at entry level 2 or 3 and at level 1. The YPLA will therefore accept, and review cases to unlist other qualifications, if they are submitted on behalf of providers by their associations or by Regional Planning Groups. These will be by individual qualification and by exception only, there are no plans for widespread unlisting other than at entry level 1.

Entitlement Curriculum Funding

- 4.8 Entitlement funding is not changing but it will be new to providers who have previously delivered just E2E. All full time learners, that is those learners who are enrolled on a programme of qualifications which is planned to be delivered in 336 glh or more in any 12 months, are eligible to receive entitlement funding. This 336 glh is based on the planned hours the provider enters onto the ILR and not the listed value of the qualifications. The additional funding for entitlement represents the value of 114 glh per learner, per year, that can be used to fund enrichment, tutorials and the wrap around that makes FL a programme.

Non-externally certified Learner Responsive provision

- 4.9 The facility to deliver provision that is not externally accredited will remain in place for 2010/11. This is a transition measure that may be withdrawn in summer 2011. As was the case with the LSC providers wishing to use this facility will need to gain approval. Approval must be gained from the provider's main LA contact before any delivery can be entered onto the ILR. This facility will allow providers who can not convert all their non-accredited provision to QCF provision or Functional Skills to claim the time learners plan to spend on non-accredited delivery.

- 4.10 Following a study conducted for the YPLA, funding for Job Coaching and Supported Employment will be through the FL programme and the Demand-

led funding methodology. In the longer term we expect Awarding Organisations (AOs) to bring forward bespoke qualifications with assessment regimes suitable for supporting this style of activity. In the meantime where there is sufficient evidence from providers or their associations we will unlist employability qualifications and where qualifications are not possible then, again with LA approval, providers will be able to record the activity as non-externally accredited provision (see paragraph 4.9).

5. Funding Foundation Learning

- 5.1 There are no bespoke funding arrangements for FL. FL personalised learning programmes are planned based on initial assessment in light of the learners needs, abilities and aspirations.
- 5.2 To ensure that every personalised learning programme attracts the correct level of funding; funding is calculated for each individual learning aim. Entitlement curriculum funding and Additional Learning Support (ALS) are then added to the value of the learning aims to complete the funding package.
- 5.3 To support this structure providers record both the programme and each individual learning aim, including that for entitlement curriculum funding on the ILR.
- 5.4 FL for young people can only be delivered through the 16-18 learner-responsive model. The standard YPLA funding formula applies to FL.
- 5.5 The model and Funding Formula are described in full in “*YPLA Funding Guidance 2010/11: Funding Rates and Formula*”, which can be found at the link below. An outline of the formula and how it needs to be interpreted for FL is given at Annex A. www.ypla.gov.uk/aboutus/ourwork/funding/dlf/

Principles of Funding FL

- 5.6 Within the Demand-led funding methodology the following principles apply to funding FL.

- Funding is calculated through the YPLA's Standard demand-led learner responsive model and formula, this makes the funding truly individual.
- Individual learning programmes are funded based on the SLN values of all the qualifications taken, plus the value of entitlement funding (where the learner qualifies) plus ALS.
- Learners with Learning Difficulties and/or Disabilities (LLDD) aged 19-24 who are YPLA funded are funded in line with these principles with the following exceptions, Adult learner-responsive rates apply, there is no access to entitlement funding and tuition fees may apply.
- Given that QCF Qualifications for FL are expressly designed to be more flexible and inclusive, in effect lowering the hurdle into accredited learning and given the importance of achievement of qualifications and sustainable progression, wherever possible learners should take qualifications that are listed on the FL Qualifications Catalogue at the link below. These will be Functional Skills or QCF qualifications approved for delivery to foundation learners. <http://www.qcda.gov.uk/resources/5612.aspx>
- All qualifications at entry level 1 that utilise the ten step progression continuum are unlisted.
- Where Learners are not immediately able to access accredited qualifications then a period of weekly funding will be made available.
- Where providers are unable to convert all their non-accredited provision to Functional Skills or QCF provision on the FL catalogue, and there is no alternative qualification on the NQF, then providers may claim additional elements of their learning programme as non-externally accredited learner responsive provision.
- The credit value of the programme has no impact on funding as funding is based on the SLN of the qualifications, not their credit value.
- The FL programme and every individual learning aim, including entitlement, must be recorded on the ILR to be fundable.

- Specialist providers for those with Learning Difficulties and/or Disabilities will be progressively brought onto funding through these principles but in the meantime are funded in line with "Placement Information; LLDD at ISPs 2010/11 April 2010."
<http://readingroom.ypla.gov.uk/ypla/140410-ypla-placement-information-201011.pdf>

Funding Learners

5.7 In 2010/11 there will be three types of learning being funded. Learners age 19-24 funded by the LA/YPLA can only be funded as Group 1 or 3 below as E2E was a programme primarily for those 16-18.

Qualification funded – Group 1

5.8 Learners following an individual learning programme consisting wholly or partly of QCF Qualifications drawn from the Foundation Learning Catalogue and entitlement activity.

5.9 In cases where this is not possible then alternative qualifications, authorised as available for funding, may form part of the overall programme.

5.10 Where qualifications of any type are not available or suitable then elements of the programme not covered by qualifications or entitlement funding may be made up of non-externally certified learner responsive provision. This includes where a learner has a section 139A LDA that clearly identifies that the learner needs a specialist programme that can not be accredited. Providers should note that prior approval from their Lead LA is required before non-externally certified provision is claimed on the ILR. This facility is due to be reviewed and is therefore only a transition measure.

5.11 Qualifications may be either listed (ie have a set SLN value listed on the Learning Aims Database) or be unlisted (ie where the provider defines the place the qualification will be delivered in).

5.12 Providers should aim to deliver 90% of the SLNs for new starts on FL in this category.

E2E carry-over– Group 2

5.13 E2E carry-over learners are funded at a weekly rate with progression and qualification bonuses, as in previous years. See “Funding Rates and Formula” for rates.

5.14 It should be noted that all carry over E2E learners may complete their original planned programme only, should they leave or commence a new programme then this will be funded as a new FL start. Funding for carry over learners will cease on 31st July 2011.

5.15 Progression from E2E to a new FL programme is treated as positive for performance monitoring purposes.

Foundation Learning weekly funding – Group 3

5.16 Learners following an initial period of weekly funded activity. This does not mean the continuation of E2E programmes for some learners, rather it provides some flexibility within FL programmes for what should be a minority of learners for most providers. It is for the provider to determine which learners require a period of weekly funding subject to the provider remaining within its allocation for the weekly funding programmes and only in the following circumstances;

- The learner is not currently able to participate in provision that can lead to QCF or functional skills outcomes because they need a period of stabilisation, orientation or preparation before they can enrol on a qualification. Providers should take account of the opportunities for accreditation even during an induction period for learners’ participation and engagement to lead to QCF outcomes – see for example the LSIS learner journey resource at the following link
- www.excellencegateway.org.uk/foundationlearning
- Or where there is not an appropriate qualification available on the QCF at this time. In reaching this conclusion, providers should have consulted the Foundation Learning qualifications catalogue which currently lists more than 800 qualifications. Consideration should also be given to how generic qualifications, especially at entry level

1 and 2, can in fact be delivered in specific vocational contexts. Should there not be the immediate prospect of a suitable qualification being available the provider is required to seek alternative NQF or other qualifications and in the meantime apply the principles of Raising and Recording Progress and Achievement (RARPA).

- This category is limited to 10% of the SLNs utilised for new starts on FL. Should providers require more than 10% of SLNs to be delivered as weekly funding, especially where they focus on young people who may be more challenging in terms of qualifications achievement, they should submit a short business case to their main LA contact for approval. This case should state clearly the reasons why the provision can not be delivered in group 1 above and why 10% is not sufficient.

Recording FL programmes of learning

5.17 FL programmes are recorded on the ILR as programme level aims. This means a programme level aim must be recorded in addition to the individual learning aim references for all of the qualifications being taken. This should include the learning aim references for any PSD and/or literacy or numeracy work previously delivered as ALS. Full guidance is available on the Information Authority website at the link below in 'Recording Foundation Learning on the ILR in 2011/12' and in the Learner Responsive Provider Support Manual.

http://www.theia.org.uk/downloads/ilrdocuments/201011_guidance.htm

Performance measures and FL

5.18 FL is funded based on the qualifications delivered to the learner. Each qualification registered on the ILR will be included in the standard qualification success rate calculation used in the provider factor and for the calculation of minimum levels of performance (MLP).

5.19 The YPLA is considering further performance measures to assess performance in achieving positive destinations. Therefore providers are advised to record the reasons that learning ended (A50) accurately as these may be used for performance or funding decisions in future.

5.20 The Skills Funding Agency and YPLA are trialing a credit success rate based on the learner's planned credit and the credits they actually achieve (A59 and A60). This measure may also be used for funding and performance purposes in future.

Youth Community Action

5.21 Youth Community Action is an initiative aimed at introducing 16 to 18 year olds to the world of employment and beyond through voluntary work within their community. Young people are encouraged to undertake a minimum of 16 hours community work as part of their training programme. The activity will vary according to the young person's needs, circumstances and aspirations, as well as the nature of the opportunity within their community. It may be undertaken in a block, on a day a week over a number of weeks, or in some other way. Further information is available at the link below.

www.excellencegateway.org.uk/page.aspx?o=274913

5.22 In recognition of the costs likely to be associated with finding suitable community action opportunities and making any necessary checks (such as health and safety), a payment will be made for each learner completing 16 hours. From August 2010, this payment will be claimed via the ILR with learning aim reference ZYCA0001 with funding attached to the provider's allocation. Only providers who have received an allocation for YCA should claim this funding.

Annex A

An outline of the Demand-led Funding Formula

(Items of particular interest for FL are in bold italics)

The YPLA learner-responsive funding formula is:

Funding	=	(SLN	x	National rate per SLN	x	Provider factor	+	Additional learning support (ALS)
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Standard learner numbers (SLN)

The SLN is a measure of the volume of activity associated with a qualification, learning aim, learner, contract, or allocation.

Each learning aim has an SLN value that reflects the size of the learning aim, irrespective of its duration.

Listed Aims

Learning aims are either funded at a listed SLN value, or are unlisted.

The SLN values for all listed learning aims may be found in the Learning Aims Database (LAD). The SLN value for a learning aim is the SLN glh value divided by 450. <http://www.thedataservice.org.uk/>

The values for individually-listed learning aims are available for a learner who registers on the aim, irrespective of the time taken to complete. The same SLN value is payable irrespective of the duration of the learning aim.

Unlisted learning aims

In the 16 to 18 learner-responsive model, where the number of glh that colleges and providers use to deliver a learning aim varies significantly, the SLN value is determined from the planned glh recorded in the individualised learner record (ILR) and not the recommended glh given by the awarding organisation. Unlisted learning aims will not have an SLN value in the LAD.

Some types of learning aim (such as Functional Skills) are all unlisted.

To determine the SLN value for a particular learning aim that is not individually listed, the provider should determine the total planned glh for the

learning aim – this is the number of hours initially planned to deliver the learning aim, and will be recorded in the learning agreement and ILR and divide it by 450.

Annual SLN

Annual SLN is the measure used in the funding calculations for the purposes of calculating funding at a learning aim level in the 16 to 18 learner-responsive model. The LAD can be found at the following link:

Annual SLN is calculated separately for each academic year of each learner's programme. Therefore, when a learner is on a two-year programme, annual SLN will be calculated separately for each year, based on multiplying the SLN value for each learning aim by the proportion of the learning aim that occurs in each funding year.

Annual SLNs are based on learner starts. Once the period to qualify as a start has passed, they are not affected by withdrawals, which are taken into account in the calculation of the provider factor.

Definition of a start

A learner is deemed to have started a learning aim once they have remained on that learning aim within the current funding year for the period of time defined in Table 1. ***Learners on FL must meet the qualifying period for each learning aim registered.***

For learning aims that span more than one funding year, starts are determined separately for each year, in line with the approach of calculating annual SLN separately for each year.

Table 1 : Criteria for learner-responsive SLN for start purposes

Learning aim length in-year	Start period
≥ 24 weeks	6 weeks
2 to 24 weeks	2 weeks
< 2 weeks	1 learning engagement

Transfers

Where a learner transfers between learning aims (that is, when they withdraw from a learning aim and as a direct result, and at the same time, start studying for another, usually related, learning aim within the same provider) the YPLA will only fund the latter learner aim in that academic year. The aim that the learner transferred out of, which will be identified on the ILR by the code A34 = 4, will not attract any funding even if the learner has completed the minimum learning period for the aim. This is to avoid double funding of provision. These transferred aims are also excluded from the success rates calculation.

Where a learner moves to a new provider or withdraws from the aim for other reasons, as indicated on the ILR by code A34 = 3, the aim will still be eligible for funding in the normal manner and will also be included in the success rates calculation.

The funding cap

Annual SLN is capped by aggregating the values for individual learning aims to learner level and capping at a maximum of 1.75 annual SLN per learner.

National funding rates

Table 2: National funding rates for 2010/11

Funding model	National funding rate per SLN
16 to 18 learner-responsive – school sixth forms	£3,007
16 to 18 learner-responsive – all other providers	£2,920
19 to 24 learner-responsive – YPLA funded	£2,732

Provider factor

While SLN gives a robust measure of volume of learning, the relative cost of that learning must also be taken into account by the funding formula. The provider factor (and component provider factor weightings, as described below) is the measure that reflects the relative cost of provision. ***FL providers should note that the provider factor applies to all learner-responsive provision and therefore applying it directly to FL programmes will not give an entirely accurate prediction of the funding required to deliver the programme. What it will do is give an accurate sum that the provider will receive from their local authority for any particular programme.*** The Provider Factor includes the following drivers of relative cost:

- The aggregated programme weighting for all the provider's Learner-responsive provision
- The funding for learners from disadvantaged areas and those who qualify because of their circumstances,
- Any uplift for area costs,
- A short programme modifier which recognises that the initial phase of all qualifications increases costs,
- Care Standards (relates to residential accommodation for 16 and 17 year-olds),
- The success factor which uses the standard Qualification Success Rate for the provider (including FL qualifications but excluding Functional Skills) to calculate the impact on funding. In essence 50% of the providers funding will depend on their success rate.

Low Cost Additional Learning Support (ALS)

The formula for additional learning support (ALS) is based on the GCSE points score for English and Mathematics for learners when they are recruited. Allocations use the GCSE points scores of the providers previous year's cohort to estimate ALS requests.

The full guidance on ALS is set out for 2010/11 in the separate YPLA funding publication *Additional Learning Support* and all providers returning

ILR data must read the full guidance document. In FE 60% of the available ALS is allocated using the formula and the remainder on a discretionary basis.

The ALS allocation for school sixth forms is based entirely on the formula, therefore the values in the table below would require uprating to 100% if applied to schools. The amount of funding generated by the formula can be found by taking the ALS rate for each learner, based on their GCSE points score, and multiplying it by the learner's total SLN for the year.

The ALS rates below are added to a learners programme and calculated per SLN. Should a learner be on an unlisted qualification then the planned glh is converted to SLN for this purpose.

Table 6: 16-18 learner-responsive formulaic (60%) ALS for FE Providers, rates are per SLN

GCSE English and Mathematics		16-18 LR (not schools)
Points	typical grades	
0-15	No passes	£609.28
16-31	1 G grade	£441.10
32-43	2 G grades	£300.76
44-55	2 F grades	£213.77
56-67	2 E grades	£142.43
68-79	2 D grades	£86.75
80-91	2 C grades	£46.73
92-103	2 B grades	£22.36
104 or more	2 A grades or better	£13.65

High Cost ALS (Over £5,500)

Providers who have a history of delivering learning to Learners with ALS costs over £5,500 will have a negotiated allocation for this purpose. The costs for Learners with needs at this level should be met from this allocation. Providers without an allocation who wish to deliver learning for a Learner with ALS needs in excess of £5,500 should contact their local authority.

Entitlement Curriculum Funding

The 16 to 18 entitlement has a listed SLN value of 114 glh. This does not include any SLN value for key or functional skills, which are now funded entirely outside of the entitlement.

The SLN value associated with entitlement is included in the learner-level SLN value before the application of the cap. That is, the sum of the learner's SLN including the entitlement value will be capped at 1.75 in any one academic year.

All full-time 16 to 18 year-old learners receive funding for their entitlement, which covers tutorials and other enrichment activities and the FL wrap around. The latter include, but are not limited to:

- sport,
- music,
- dance,
- drama (non-examinable),
- Young Enterprise,
- Duke of Edinburgh Awards,
- personal, social and health education (PSHE),
- some religious education and Christian worship.

For the purposes of entitlement funding, 'full-time' means that the learner is studying a programme of at least 450 glh in any period of a year, including the 114 glh assumed to be associated with the tutorials and enrichment – that is, the learner's planned glh across all their learning aims (excluding any tutorial and enrichment aims) for any period of a year would need to be at

least 336. ***The 336 glh is calculated from the planned glh the provider enters onto the ILR and not the listed glh rates on the LAD.***

Providers may not claim for qualifications or any other funding which cover the same or similar learning as the entitlement curriculum funding.

Functional Skills

Functional Skills are now funded separately from the entitlement funding.

Functional skills at entry levels 1,2 and 3 and level 1 and 2 are being rolled out across England in 2010/11. Personal Progress qualifications are available for learners with LDD who are not ready to access Functional Skills qualifications.

Functional skills will continue to be unlisted in 2010/11, except in school sixth forms. This is to reflect the varied client group, and therefore the differential number of hours learners will require to complete the qualification. Due to the requirement for all learning aims delivered in school sixth forms and apprenticeships to have a listed rate, functional skills will be listed at 36 glh.

Recording of prior learning (RPL), exceptions, and credit transfer

In 2009/10 the LSC introduced a more structured approach to ensuring funding reflects the QCF requirements for RPL, exceptions, and credit transfer. These requirements apply to FL and are included in the YPLA's Funding Guidance 2010/11: Funding Regulations in paragraphs 124 through to 135.

Annex B

Sources of further information

The LSIS website for comprehensive information/ resources on FL

www.excellencegateway.org.uk/foundationlearning

The recent QCDA guidance on FL delivery

<http://orderline.qcda.gov.uk/bookstore.asp?FO=1307426&Action=Book&ProductID=9781849623629&From=SearchResults>

DCSF update to E2E providers

www.excellencegateway.org.uk/page.aspx?o=274913

Funding FL Worked examples

<http://www.ypla.gov.uk/aboutus/ourwork/funding/funding-foundation-learning/>

Funding FL Questions and Answers

<http://www.ypla.gov.uk/aboutus/ourwork/funding/funding-foundation-learning/>

List of unlisted entry level 1 Qualifications

<http://www.ypla.gov.uk/aboutus/ourwork/funding/funding-foundation-learning/>

EMA Guidance

<http://ema.ypla.gov.uk>

LLDD Placement Information

<http://readingroom.ypla.gov.uk/ypla/140410-ypla-placement-information-201011.pdf>

Information on recording Foundation Learning on the ILR

http://www.theia.org.uk/downloads/ilrdocuments/201011_guidance.htm

Documents published by the Skills Funding Agency on Foundation Learning for Adults:

A fact sheet:

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/adult_flc_-_april_10_-_final.doc

A two page summary

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/adult_flc_-_2_page_summary_-_april_2010.doc

A Question and Answer brief

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Adult_FLC_-_Q___A_-_April_2010.doc

A PowerPoint presentation

http://readingroom.skillsfundingagency.bis.gov.uk/sfa/adult_flc_-_presentation_-_april_2010.ppt

Annex C

Glossary of Abbreviations

	Non-abbreviated term (includes dates when changes occurred)
2010/11	Denotes YPLA funding year from August 2010 to July 2011
2010-11	Denotes financial year from April 2010 to March 2011
ALS	Additional learning support
AOs	Awarding Organisations
DfE (DCSF)	Department for Education (replaces Department for Children, Schools and Families from May 2010)
DLF	Demand-led funding
E2E	Entry to Employment
EMA	Education Maintenance Allowance
FE	Further Education
FL	Foundation Learning
GCSE	General Certificate in Secondary Education
glh	Guided learning hours
IA	Information Authority
ILR	Individualised learner record
ISP	Independent Specialist Provider (for those with LDD)
Las	Local Authorities
LAD	Learner Aims Database
LDA	Learner Difficulty Assessment
LLDD	Learners with Learning Difficulties and/or Disabilities
LSC	Learning and Skills Council (abolished from 1 st April 2010)
LSIS	Learning and Skills Improvement Service
MLP	Minimum Levels of Performance
NQF	National Qualifications Framework
OfSTED	Office for Standards in Education
PSD	Personal and Social Development
QCDA	Qualifications and Curriculum Development Agency
QCF	Qualifications Credit Framework
RARPA	Raising and Recording Progress and Achievement
RPL	Recording of Prior Learning
Section 96	This is a list of approved qualifications which are eligible for YPLA funding. Not all such qualifications attract YPLA funding, as some are regarded as being covered by entitlement funding
SEN	Special educational needs
SLN	Standard Learner Number
YPLA	Young People's Learning Agency

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