

# 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 (LLDD) funded by the YPLA**

March 2012  
Version 3

**📍 For information**

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### **Issue 3**

**This version updated in March 2012**

## **1. Introduction**

### **This guidance**

1.1 This guidance is a technical document which sets out how Foundation Learning (FL) is funded, and the flexibilities in that funding which we have introduced. It sets out the current funding position which is likely to apply until the beginning of the 2013/14 academic year.

1.2 The purpose of this guide is to assist training providers to understand how FL is funded within the context of the YPLA's 16-18 Learner Responsive (LR) 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 16-18 LR 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.

### **Foundation Learning policy**

1.3 FL was first introduced in 2008 and was rolled out nationally in 2010. Its intention has been to provide a flexible programme for 16 – 19 year olds who are mainly studying at Entry Level or Level 1, to help them progress. Its three main elements were Functional Skills (FS), personal and social development (PSD) and subject or vocational studies.

1.4 Since FL was introduced, the Government invited Professor Alison Wolf to review vocational education in England, including Foundation Learning, for 14 to 19 year olds. Her review was published in March 2011 - <http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report>. It found that FL is too heavily focused on the accumulation of small qualifications which do not enable students to progress into good jobs or into further training or education. Professor Wolf recommended that all students should be on coherent and stretching study programmes, and

that programmes for those in the lowest attaining group should focus on English and maths, and high quality experience of the work place, to help young people secure good jobs.

1.5 The Government accepted with Professor Wolf's recommendations, and in October 2011, consulted on moving 16 – 19 funding from per-qualification funding to per-learner funding -

<http://www.education.gov.uk/consultations/index.cfm?action=conResults&consultationId=1777&external=no&menu=3>. At the same time, the Government also consulted on principles for 16-19 study programmes. The consultation (<http://www.education.gov.uk/consultations/index.cfm?action=conResults&consultationId=1779&external=no&menu=3>) set out the features which might be included in provision for students studying below Level 2, currently served by FL. These features are

- English and maths, either enabling a young person to achieve GCSE grade C or above, or helping them towards that aim, at whatever stretching level is appropriate
- High quality experience of the work place.
- Personal and social development, which is important for all students and particularly vulnerable students, but which should not be driven by the accumulation of qualifications
- In most cases, another qualification of substantial size.

The Government proposed to introduce these changes from 2013/14.

1.6 Meanwhile, the way FL is funded has become more flexible since its introduction and gives providers more freedom to use their professional judgement. This flexibility enables providers, for example, to offer high quality work experience, or to fund qualifications over a longer period so that young people can be stretched, and can achieve well. This will help providers move their study programmes, towards the principles set out in paragraph 1.5, within the current funding system. Providers are not tied to having to provide all the original elements of FL (FS, PSD and a subject or vocational study) in order to be funded. For example, if a student already has the necessary ICT skills to progress to a positive destination, like an apprenticeship or a job, the provider does not have to teach the student ICT Functional Skills. Some elements of FL can also be combined: for example, if a student is taking a personal progress qualification at Entry Level 1, this can cover their PSD, vocational skills and number and communication skills which can help them progress..

## **2. Funding principles**

2.1 The Young People's Learning Agency (YPLA) funds young people aged 16 – 19, and up to age 25 for learners with learning difficulties and disabilities, through the 16-18 LR methodology, which takes a range of factors into account (for example, the volume of non-accredited activity or that associated with a qualification) in calculating the right level of funding. It is set out in Annex A. The definitive requirements for funding all the YPLA 's programmes can be found in the suite of documents known as The Young People's Learning Agency Funding Guidance 2011/12. These documents are available on the YPLA's website at:

<http://www.ypla.gov.uk/aboutus/ourwork/guidance/funding/>

The 2012/13 versions will be published in May 2012.

For an overview of the Skills Funding Agency offer for FL learners aged 19 or over follow this link -

[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/adult\\_flc\\_-\\_2\\_page\\_summary\\_-\\_april\\_2010.doc](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/adult_flc_-_2_page_summary_-_april_2010.doc)

2.2. The FL programme is now funded through the following elements:

- Qualifications such as vocational, PSD, GCSE or FS (that are in date and valid for 16-18 LR funding on the Learning Aims Reference Application - LARA) with the exception of Key Skills
- weekly funding (which funds learners on a per week basis)
- non-accredited provision (individually tailored learning for learners whose needs cannot be met by accredited qualifications)
- Work Placement in Foundation Learning
- Entitlement funding of 30 guided learning hours (glh) per full time learner
- Additional Learning Support (ALS)

### 3. Funding flexibilities

3.1 FL is designed as a flexible individually planned programme. How this is done is for providers to determine as they judge necessary to meet the needs, in a tailored way, of each and every young person they recruit. For 2011/12 and 2012/13 we confirm the following flexibilities as outlined in Peter Lauener's open letter of 2 June 2011:

**Weekly funding** – this is available to ensure young people can start FL without the need to commence qualifications immediately – there is no longer a 10% limit to the amount of weekly funding a provider can use. It can also be used, for example by local areas delivering the Work Pairing model (Work Pairings are an innovative model offering 16-18 year olds who are Not in Education, Employment or Training (NEET) or at risk of becoming NEET an intensive period of work experience and mentoring with a small business, aiming to help them move into an Apprenticeship). Also see the FAQ document on FL, section 7.

**Non-externally Accredited Learning** – this is available so that bespoke packages of learning can be funded for learners whose needs can not be met by accredited qualifications such as a job specific training package or job coaching for LLDD learners, It can also be used for the resources required to set up, maintain and monitor employer placements (which do not meet the requirements of the new Work Placement in Foundation Learning aim - see 3.3 below) and other activity such as external activities.

**Funding Work Experience** Funding flexibility enables the provision of various models of work experience in Foundation Learning, which should meet the needs of the learner at the time when it will have most impact. This could be a day a week or block placements and the accompanying publications from YPLA on Worked Examples (no 4) and the Frequently Asked Questions (section 18) show how this can be done.

For this purpose YPLA have introduced a new aim on LARA designed to formalise and simplify the way in which providers can claim funding for setting up, vetting and maintaining work placements planned to last a minimum of three weeks. It is a one off claim per learner, made as usual through the ILR. This aim is new for 2011/12 academic year delivery and can be viewed at this link:

<https://gateway.imservices.org.uk/sites/lara/Pages/aimKeyDetails.aspx?LAId=309219&aimRef=ZFLP0001&>

3.2 We acknowledge that providers have been concerned over the role of local authorities in agreeing programmes and the related evidence requirements. We confirm that although local authorities will continue to have an interest in how Foundation Learning is shaped in their area – there is no need for providers to gain their approval in how they operate these flexibilities. Providers will not be asked to provide evidence of approvals from any outside organisation for the use of these flexibilities.

### **Entry Level 1 Qualifications**

3.3 At entry level 1 learners take significantly different periods of time to achieve qualifications. The recommended structure for entry level 1 is the ten stage achievement continuum. Those not familiar with this approach can view the details at this link -

[http://www.excellencegateway.org.uk/media/Foundation%20Learning%20Tier%20Support%20Programme/WSF\\_S7\\_CPD\\_Using\\_personal\\_progress\\_qualifications\\_final\\_070710.pdf](http://www.excellencegateway.org.uk/media/Foundation%20Learning%20Tier%20Support%20Programme/WSF_S7_CPD_Using_personal_progress_qualifications_final_070710.pdf) Therefore the YPLA have “unlisted” entry level 1

qualifications that use the ten stage continuum. Unlisting means the qualification will be funded at the number of guided learning hours (glh) providers require and subsequently record on the Individualised Learner Record (ILR) as “planned glh”. For further detail see paragraphs 16-19 of the document at this link:

[http://readingroom.ypla.gov.uk/ypla/funding\\_rates\\_and\\_formula\\_v2.2.pdf](http://readingroom.ypla.gov.uk/ypla/funding_rates_and_formula_v2.2.pdf)

### **Functional Skills**

3.4 FS remain unlisted for 16-18 LR funded providers. The provider will be funded at the number of glh they require and subsequently record on the ILR as planned glh. Delivery in school sixth forms are funded at the listed rate of 36 Standard Learner Number (SLN) glh.

### **Unlisting other qualifications**

3.5 There are no plans for widespread unlisting other than at entry level 1, but the YPLA review cases to unlist other qualifications at entry level 2, 3 or at level 1 if they are submitted on behalf of providers by their associations. These will be by individual qualification and by exception only.

### **Job Coaching and Supported Employment for LLDD learners**

3.6 Funding for Job Coaching and Supported Employment will be through the FL programme and the 16-18 LR funding methodology. Where there is sufficient evidence from providers (submitted on their behalf by their associations) we will unlist employability qualifications, where there are no relevant qualifications available for the learner then providers will be able to record the activity as non-externally accredited provision.

### **Entitlement Curriculum Funding**

3.7 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 16 to 18 entitlement has a listed SLN value of **30 glh**. 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 30 glh assumed to be associated with the tutorials and enrichment. Further detail in Annex A.

### **Low Cost Additional Learning Support**

3.8 Low cost ALS (see Annex A) is available to meet the support needs not covered by the 16-18 LR funding formula. There is no requirement to account for ALS separately.

## High Cost Additional Learning Support

3.9 High Cost ALS is available for any learner whose ALS costs exceed £5, 500. Should this be the case the provider should contact the YPLA to discuss the circumstances.

## Principles of Funding Foundation Learning

4.1 Within the 16-18 LR 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 activity and learning aims 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 funded by YPLA are funded in line with these principles with the following exceptions: (i) Adult learner-responsive rates apply; (ii) there is no access to entitlement funding; (iii) any restrictions imposed by the Skills Funding agency apply and tuition fees may also apply, depending on the individual provider's policy.
- Providers can deliver any qualification that is valid for funding on LARA at entry level and level 1 with the exception of Key Skills. In addition this can include some aims at level 2, if appropriate to the learner.
- Qualifications at entry level 1 that use the ten stage achievement continuum are unlisted.
- Where Learners are not immediately able to access accredited qualifications or qualifications are not suitable then a period of weekly funding will be made available.

- Where providers are unable to convert all their non-accredited provision to *accredited* provision suitable for FL learners, then providers may claim additional elements of their learning programme as non-externally accredited LR provision.
- The Awarding Organisation's credit value of the qualifications within the programme have no impact on funding as funding is based on the SLN of the qualifications, not their credit value.
- The FL programme, every individual learning aim and all activity, including entitlement, must be recorded on the ILR to be fundable.
- Independent Specialist providers (ISPs) 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 2011/12 December 2010 *and later editions.*"  
[http://readingroom.ypla.gov.uk/ypla/241210\\_placement\\_info\\_2011\\_12\\_final.pdf](http://readingroom.ypla.gov.uk/ypla/241210_placement_info_2011_12_final.pdf)

### **Recording Foundation Learning programmes**

4.2 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 funded through 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 LR Provider Support Manual.

[http://www.theia.org.uk/ilr/ilrdocuments/201112\\_guidance.htm](http://www.theia.org.uk/ilr/ilrdocuments/201112_guidance.htm)

### **Minimum levels of Performance and Foundation Learning**

4.3 Whilst it is recognised that providers are autonomous institutions, responsible for their own self improvement and quality assurance processes, Ministers want a strong and transparent system of accountability of which minimum standards are a part. Minimum levels of performance thresholds have been agreed by Ministers in the Department for Business, Innovation & Skills (BIS) and the Department of Education (DfE).

4.4 FL is funded on the learning aims and other activities delivered to the learner. Each learning aim 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). This does not currently include functional skills; non-accredited provision, the weekly funded aim or the new work placement aim. For providers that have previously delivered mostly E2E a standard assumption has been used. This is a success rate of 76%; this has been used because it is the average success rate for Further Education. In the provider factor this is converted to a success factor by taking the mid point between the success rate and 100%. This gives a success factor of 88% which means the provider would receive 88% of the funding rate per SLN. In essence this means a provider whose success rate is below 76% will in future have a lower provider factor and subsequently less funding in future years (it will have no impact in the current year). The success rate for colleges is that for its entire 16-18 LR provision. Success rates and their impact on future funding should not however discourage providers from recruiting disadvantaged young people. These learners may need more support so additional funding is allocated through the disadvantage uplift within the provider factor (see annex A, page 16) and additional learning support (based on prior GCSE attainment) to meet these needs.

4.5 The YPLA is considering further performance measures to assess performance in achieving positive destinations. Therefore providers are advised to record accurately in the ILR Learning Delivery Entity 'Actual Progression Route' as these may be used for performance or funding decisions in future. This should only be recorded for the main programme aim once the learner completes and not for component aims. The Government is planning to publish Key Stage 4 and 16-18 destinations in summer 2012 which will show how many young people progress into education. From 2013, destinations measures for both Key Stage 4 and 16-18 will include all destinations, including employment. From September 2012, Ofsted will include destinations in their college inspections.

## **Allocations**

4.6 Allocations are made for all LR provision and not specifically for FL provision. All providers have been allocated a number of learners they will provide FL places for in the academic year. Providers are expected to provide this level of FL places from within their existing allocation. There is no further funding available during the year. It is possible that providers will deliver more SLNs than notified in their allocation, if so this does not mean they can under deliver on their agreed number of learners.

4.7 Should the learner number target not be reached this will have a significant negative effect on future allocations as the number of learners recruited (either under or over target) is, subject to affordability, consolidated into future allocations. For private providers funded on a contract rather than grant basis there is also an in year review of delivery against profile. Where the provider is judged to be unlikely to meet its profile, YPLA will make an in year adjustment.

## **5. Learners age 19-24 with a Learning Difficulty Assessment (LDA)**

5.1 The YPLA funds the provision of suitable education for persons who are over compulsory school age but under 19 or who are under 25 but subject to a learning difficulty assessment (Section 139a). Similarly, the Skills Funding Agency is responsible for securing education for individuals aged 19 or over other than persons aged under 25 who are subject to a learning difficulty assessment. These categories are being reviewed by the YPLA and the Skills Funding Agency in 2012/13 and allocations for learners aged 19-24 with LDD will be made according to any agreed definition. Funding for 19-24 year olds for 2011/12 are as follows:

- **Funded by the YPLA** All learners aged 19-24 who are in receipt of high-level and exceptional-level ALS amounts over £5,500 in-year either with or without a Section 139a Learning Difficulty Assessment.
- **Funded by the Skills Funding Agency** All learners aged 19+ who are in receipt of low level ALS support amounts below £5,500 in year either with or without a Section 139a Learning Difficulty Assessment.

## **6. Audit requirements of Foundation Learning**

6.1 The general documentation for providers preparing for an audit can be viewed at this link:

<http://skillsfundingagency.bis.gov.uk/providers/finance/financialassurance/auditprogrammes/>

6.2 However, the specific audit requirements for FL funding flexibilities have now been agreed with audit colleagues to ensure there is clarity for providers when using weekly funding, non-accredited Z9OP codes and the Work Placement in Foundation Learning aim.

6.3 All evidence for FL should be naturally occurring from an effectively run, learner focused process and not generated for any other purpose.

6.4 When using weekly funding, the provider should include the rationale in the initial assessment and learner plan. There should also be an estimate of the likely duration of the weekly aim. Of course, should this estimate change in the light of experience the rationale should be amended in the learner plan as it is a living document.

6.5 When the non-accredited Z9OP codes are used for activities such as in house certificates, work placement, job coaching, maintenance of skills etc, there needs to be clarity over what is being delivered and this is best described as a package of bespoke support for the learner. The number of hours claimed by the provider is the number of hours it is planned the learner will participate and not the actual hours they participate. Adjustments to this number of hours are only required if the programme changes significantly. There is no need to adjust the hours claimed to actual delivery.

6.6 With work placements, including the Work Placement in Foundation Learning aim, auditors will look for a register of the learner's attendance and evidence of the relevant health and safety checks. This should be naturally occurring evidence and not a new burden for providers.

## 7. Provider queries

7.1 In summary provider queries tend to fall into one of the following categories:

Qualification queries – check LARA

Learner eligibility – check the learner eligibility guidance at as 1.4 above

Funding queries can be sent to the following email address –

[cvhfundingqueries@ypla.gov.uk](mailto:cvhfundingqueries@ypla.gov.uk)

Data/ILR queries can be raised at the Information Authority forum – FE connect at the following link - <http://forums.theia.org.uk/>

## Annex A

### Outline of the YPLA 16-18 learner-responsive (LR) funding formula:

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 Reference Application (LARA). 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 LARA.***

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. The number of hours claimed by the provider is the number of hours it is planned the learner will participate and not the actual hours they participate. Adjustments to this number of hours are only required if the programme changes significantly. There is no need to adjust the hours claimed to actual delivery.

## **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 LR model.

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 Learning Delivery Entity – Completion Status (formerly 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 Learning Delivery Entity - Withdrawal Reason (formerly part of field A50), 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 1.56 annual SLN per learner or 702 glh.

## National funding rates

**Table 2: National funding rates for 2011/12**

Funding model	National funding rate per SLN
16 to 18 learner-responsive – all providers	£2,920
19 to 24 learner-responsive – YPLA funded	£2,615

### 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 LR 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 funding body 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, applied to the learner's full programme 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 currently excluding Functional Skills, non-accredited provision, weekly

funded aims and the new work placement aim for FL ) 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 requirements.

The principles of ALS are set out in paragraphs 95-100 of *the Funding Regulations 2011/12*. 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 3: 16-18 LR formulaic (60%) ALS for FE Providers, rates are per SLN for 2011/12 (these will be updated for 2012/13)**

GCSE English and Mathematics		16-18 LR (not schools)
Points	typical grades	
0-15	No passes	£1,392.98
16-31	1 G grade	£1,008.47
32-43	2 G grades	£687.61

44-55	2 F grades	£488.73
56-67	2 E grades	£325.63
68-79	2 D grades	£198.33
80-91	2 C grades	£52.60
92-103	2 B grades	£25.27
104 or more	2 A grades or better	£15.42

### 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 funding body.

### Entitlement Curriculum Funding

The 16 to 18 entitlement has a listed SLN value of **30 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 **1.56** 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 30 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 420.. ***The 420 glh is calculated from the planned glh the provider enters onto the ILR and not the listed glh rates on the LARA.*** 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 were 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 2011/12, 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 to have a listed rate, functional skills will be listed at 36 glh. Key skills are no longer funded for new starts.

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

A more structured approach to ensuring funding reflects RPL, exceptions, and credit transfer are included in the YPLA's Funding Guidance 2011/12: Funding Regulations in paragraphs 165 through to 174.