Funding

Guidance on the Tariff

2000-01

THE FURTHER EDUCATION FUNDING COUNCIL

The purpose of the FEFC is to secure further education provision which meets the needs and demands of individuals, employers and the requirements of government in respect of the location, nature and quality of provision.

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Summary

This document provides guidance to institutions on the tariff for 2000-01. It replaces Circular 99/01, *Tariff 1999-2000*. This document is the key audit instrument on the tariff. It provides Council definitions of eligibility and specifies the audit evidence to be made available. The guidance on the tariff for 2000-01 has been substantially rewritten to reflect the recommendations on changes proposed by the stage 2 working group on the funding methodology. The document reports on the responses to consultation from Circular 99/54 and Circular 00/02. The main tariff changes for 2000-01 are the introduction of curriculum 2000 and the associated changes for the funding of all students; the rationalisation of the loadbands; the distribution of childcare funds through a consolidated student support fund; the increase in the average widening participation uplift factor; revised London weighting; and the extension of eligibility to a range of provision for adults. The establishment of the University for Industry (UfI) introduces a range of new courses and learning opportunities for institutions that are members of Learning Hubs.

The document is of interest to college principals, chief education officers, heads of external institutions and heads of higher education institutions receiving Council funding.

Associated Guidance: on audit, Circular 99/43 *Audit of the 1998-99 Final Funding Unit Claim*; on curriculum 2000 and simplification, Circular 99/54 *Revised Funding Methodology for 2000-01*; on the funding allocations process, Circular 00/03 *Funding Guidance*; on short courses, Circular 00/11 *Funding: New Arrangements for Adult Learners*.

Supersedes Circular 99/01 *Tariff 1999-2000*

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Guidance on the Tariff 2000-01

Introduction

1   This document provides advice to funded institutions on the tariff for 2000-01. It replaces Circular 99/01, *Tariff 1999-2000*. Guidance on the funding allocations process is set out in Funding Guidance 2000-01, Circular 00/03. This document should be read in partnership with Circular 00/11, *New Funding Arrangements for Adult Learners*, which describes the extension of the eligibility of provision for Council-funding for adults. Guidance on the allocations procedure for the University for Industry (UfI) learning hubs and centres will be provided separately for 2000-01 in a circular to be issued in May 2000.

2   The Council has rewritten the guidance on the tariff for 2000-01 to reflect a number of significant changes. These include:

- the implementation of a number of the simplification proposals recommended by the stage 2 working group on the funding methodology
- the establishment of the University for Industry (UfI) and the development of new types of learning opportunities
- the extension of the eligibility for Council-funding of provision for adults.

3   This document, together with Circular 99/43, *Audit of the 1998-99 Final Funding Unit Claim and the Individualised Student Record*, are the key audit instruments on the tariff. These circulars provide the Council definitions of eligibility and specify the audit evidence to be made available. This requires institutions to take action in advance of course delivery to ensure the decision-taking trail is clear. The fundamental principle of incorporation was that institutions are responsible for decision making. This is why heads of institutions are required to sign off funding agreements and funding claims. The Council does not approve in advance institutions' arrangements. It is the Council, however, which is responsible at the end of the process for determining whether claims are eligible in accordance with its guidance. The Council wishes, as far as may be practicable, to avoid post-delivery difficulties and so will endeavour to assist with queries. Whilst every effort is made to provide clear, unambiguous and comprehensive guidance questions will inevitably arise. Institutions are advised to consult the Council especially where new and/or possibly contentious modes of delivery are involved. This will include courses delivered via the Internet, and courses delivered in new partnership arrangements with third party companies.

New provision

4   The Council considers the following examples of new partnership arrangements for the delivery of provision may be considered new and possibly contentious:

- former franchise partnerships transformed to direct delivery by any of the following means:
    – secondment arrangements
    – facilities management, including the leasing and support of computer hardware, software, the provision of educational materials or administrative support
    – distance learning arrangements
    – staffing agency arrangements
- Information and Communications Technology (ICT) centres operated in partnership with third party companies that offer a restricted curriculum
- provision delivered by distance learning, particularly online via the Internet.

5   The Council remains particularly concerned about new previously unplanned partnerships entered into in the spring or summer term to make up a shortfall of units.

6   Institutions wishing to deliver courses on line via the Internet, other than recognised University for Industry (UfI) courses, or to enter into partnership arrangements such as those described above, are advised to contact the Council in advance of the delivery of provision. Where an institution fails to do so, the risk that the Council may subsequently not fund the provision is much higher. The Council will request additional audit checks on all such provision described above and made in 1999-2000 and 2000-01.

7   Institutions were advised of the risks inherent in certain types of provision in Circular 99/43, *Audit of the 1998-99 Final Funding Unit Claim and the*

Individualised Student Record. This provided a self-assessment checklist of risk factors at annex A of supplement B to enable institutions to classify provision as higher, medium or lower risk. This risk list will be updated shortly for 2000-01 to reflect the analysis of institutions' ISR 14 and 16, and changes in the tariff for 2000-01 extending the eligibility of provision for Council-funding. The assessment of risk approach should be used by institutions and their external auditors in compiling the audit testing programme for provision made in 1999-2000 and in planning provision in 2000-01.

Structure

8   In view of the substantial changes to the funding methodology and the tariff for 2000-01, this document has been structured in three parts:

- part A: changes to funding arrangements for 2000-01 (paragraphs 16–36)

- part B: funding arrangements for 2000-01 particularly definitions and student and programme eligibility (paragraphs 37–226)

- part C: the tariff for 2000-01 and how to calculate the elements of funding (paragraphs 227–363).

9   The tariff advisory committee (TAC) proposals for the tariff on which the Council consulted the sector, outlined in Circular 99/54 *Revised Funding Methodology for 2000-01* and in Circular 00/02, *Funding Methodology Review of the Tariff for 2000-01*, were:

- funding and calculation of entry and guidance units (Circular 99/54)

- the tariff for GCE A level General Studies courses (Circular 00/02)

- the introduction of narrower bands for additional support (Circular 00/02)

- the requirement for the student and/or parent or advocate to sign the additional costs form (Circular 00/02)

- achievement units for adult basic education and English for speakers of other languages (ESOL) courses (Circular 00/02)

- the outcomes of the review of English as a foreign language (EFL) qualifications (Circular 00/02)

- assignment of cost weighting factors (CWF) to qualifications (Circular 00/02)

- the proposals for geographical weightings in the tariff and new values for London weightings in the review of institutional and geographical factors (Circular 00/02).

10   A summary of the responses to consultation and the outcomes of the review of institutional and geographical factors are available on the Council's website linked to Circular 00/02. At its meeting on 1 March 2000, the TAC agreed the changes to the tariff including the consideration of 191 responses to Circular 99/54 and 294 responses to Circular 00/02. It presented its recommendations to the chief executive, who has confirmed the TAC's recommendations.

Distributed, open and distance learning

11   A call for evidence on distributed, open and distance learning (DODL) in Circular 00/02 received 80 responses. An analysis of this data indicated that this did not provide a sound basis for the Council to recommend any further change to the tariff for distance learning for 2000-01. Whilst the evidence provided by those who responded indicated that some costs may be higher, other costs may be comparable or lower than those associated with traditional course delivery. The Council considers the interim tariff is sufficiently generous to enable appropriate delivery to take place in 2000-01.

12   The Council is to commission a comparative cost study to identify the relative costs of DODL, particularly online and via new technology, with the Department for Education and Employment (DfEE) and the University for Industry (UfI), to inform the future funding methodology of the Learning and Skills Council. This will also provide further guidance on the monitoring and audit requirements for distance and online learning.

13   In the meantime, the TAC agreed that the tariff for UfI and online distance learning courses and qualifications should be based on the interim tariff for distance learning *(Technical Discussion Document* 22*)*.

Additional changes to the tariff

14   Additional changes to the tariff include:

- the introduction of narrower loadbands

- the removal of funding for childcare support from the tariff. This will now be funded instead from learner support (see Circular 00/14 *Learner Support Funds 2000-01)*.

15   For 16–18 year-old full-time students who commenced their learning programmes prior to 1 August 2000, the funding program will generate an approximation to the units which would have been generated in 1999-2000. Any institution whose overall funding is reduced by this calculation, for the same volume of provision, will be protected as described in Circular 99/54, *Revised Funding Methodology for 2000-01 Including Curriculum 2000*, annex B, paragraph 57.

Part A: Changes to Funding Arrangements for 2000-01

Simplification

16   Institutions were informed about the proposals to simplify the funding methodology in Circular 99/54. Proposals for simplification formed a key part of the report of the stage 2 working group on the review of the funding methodology, which was published in September 1998. The proposals related to the funding for all students, not just 16–18 year-old full-time students. The Council has been taking forward these proposals for implementation from 2000-01. In so doing, the Council has sought to maintain a balance between complexity and fairness, seeking to simplify the methodology wherever feasible.

17   The decision by the secretary of state to implement the *Qualifying for Success* reform of qualifications, known as ('curriculum 2000') for 2000-01 provided the impetus for simplification. It is also expected that simplification will better facilitate flexible enrolment patterns for adults, including the development of a unit-based curriculum.

18   The details of simplification are set out below. The proposals take account of the TAC's advice that only the changes required to implement curriculum 2000 and other government priorities effectively should be introduced in 2000-01.

19   The new funding arrangements will support curriculum 2000 by allowing an institution to enrol a student on, for example, four AS levels as a one year programme. At the end of the first year the institution will be able to claim achievement units as appropriate. The institution will then be able to agree with the student the continuation of their programme into the second year of study, for example A2 extensions to three of the AS levels, resulting in three GCE A levels at the end of the second year of study. The new funding arrangements will also support 'roll on, roll off' provision for adults.

20   For 2000-01, simplification will be based on the following principles:

- the funding calculations for loadbanded qualifications to be done separately for each qualification, and the loadbands to be rationalised
- funding calculations to be on a per period basis, to facilitate the funding of 'roll on, roll off' provision
- full-time for funding purposes to be defined in terms of funding units rather than glh
- introduction of a funding taper for full-time students with very substantial programmes of study
- alteration of the calculation of fee remission to remove the current cap of 33.3 units a year for full-time students.

Entry units

21   Institutions have been consulted on two options for funding entry units:

- to either retain the current system and redefine 'programme of study'
- or to revise the method of allocating entry units, allocating units for each period.

The Council has been advised by the TAC to use the first of these two options for 2000-01 – to retain the current system – and to move towards the second option from 2001-02.

22   Provisional allocations for 2000-01 were made at the end of February 2000 on the basis of retaining the existing level of entry units, but with a revised definition of a programme of study. There must be a two tri-annual period minimum gap in a student's programme before the initial entry units can be claimed again. An exception will apply to the new short course arrangements, as set out in the Circular 00/11 *Funding: New Arrangements for Adult Learners*. This will apply regardless of any changes in the qualifications taken by a student.

Calculations to be based on tri-annual periods

23   From 2000-01, funding calculations will be on a per tri-annual period basis, and it is expected that this will further facilitate the funding of 'roll on, roll off' provision. Where a student changes their fee remission status, this will be reflected from the first period from which the change applied. Achievement units will be generated when the student has completed and achieved each qualification.

Definition of full-time

24 The definition of full-time for funding purposes will be in terms of funding units generated per period, rather than in glh. For a student to be deemed full-time, the programme must generate 16 basic on-programme units per period, equivalent to 48 basic on-programme units per year. For example, the funding tariff for a single GCE A level in one year will be 48 basic on-programme units. The new definition aims to address the anomaly that whilst a full-time student is defined in terms of glh, funding has been calculated in terms of funding units. Institutions will, however, be required to provide evidence of the number of glh provided to students. Further information on student modes of attendance, including those on jobseekers' allowance (JSA) is provided at paragraph 75.

Funding taper

25 A funding taper will be introduced for students undertaking programmes of 40 or more basic on-programme units per tri-annual period, with the exception of the 8 basic on-programme units per period for 16 to 18 entitlement (that is, tutorial and enrichment and key skills; see paragraphs 176–178, 179–181 and 182–185) which are not tapered. A discount rate of 50% determines the proportion of basic on-programme units above that threshold which will be funded. The upper limit of the taper is the equivalent to six AS levels per year. In this example, the effect of the taper would be to reduce the funding from 48 basic on-programme units to a maximum of 44 basic on-programme units per period. The effect of the taper is illustrated in figure 1.

Figure 1. Effect of funding taper

Basic on-programme units (BOPU) per tri-annual period (excluding enrichment)
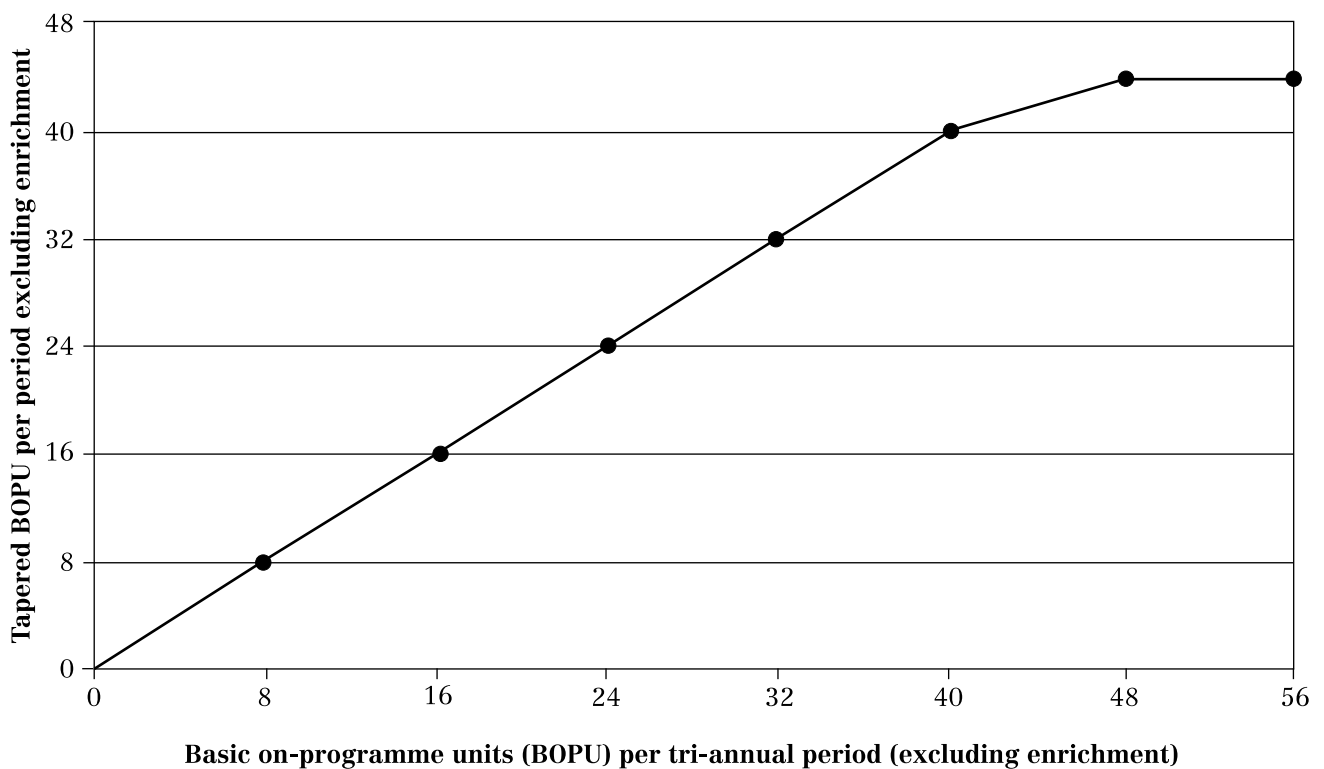
Length of loadbanded programmes

26   There is theoretically, no limit in time to the number of years a student may take to complete a programme of study. However, the length of programme should relate to the qualification and the needs of the student and be identified in the learning agreement. It is expected that further guidance on the appropriate length of particular programmes will be provided by the Qualifications and Curriculum Authority and through inspection evidence.

27   In the meantime, institutions are not expected to elongate programmes of study artificially simply to maximise their funding unit claim. Students should be encouraged and supported to achieve their learning goal in as short a time as possible. For instance, students on basic skills programmes, including ESOL, will be expected to progress within a reasonable length of time. In this instance, it may be that shorter more intensive and more substantial programmes are more effective in enabling students to improve their language, literacy, or numeracy, than very part-time programmes spread over a number of years. Students on distance learning programmes however, may be expected in certain cases, to take a longer time to achieve the qualification than if they were attending the institution to study. It should be noted that awarding bodies generally set a limit of five years for the achievement of a qualification by distance learning. Access to day schools and additional group or individual tutorial sessions may be helpful in supporting distance learning students to achieve the qualification in as short a time as possible.

28   The values of on-programme units for individually listed programmes will continue to be available for a student who has completed a learning programme irrespective of the time actually taken, subject to the Council's minimum thresholds for glh and guidance on work-based learning. For example, while a BTEC National Diploma normally takes two years to complete, the full value of units listed is available even if the programme is completed in 18 months or a year. This is intended to provide an incentive to institutions to find ways to deliver their programmes more cost-effectively. Conversely, where a programme takes longer then 'normal', an institution may not claim more on-programme units than the value listed. In situations in which a qualification has more than one

individually listed value, for example the general certificate of education (GCE) and some NVQs, institutions should claim the most appropriate value.

Fee remission

29   From 2000-01, there will be an alteration to the calculation of fee remission to remove the cap of 33.3 units a year for full-time students.

Cost weighting factors

30   The Council has decided that the cost of introducing cost weighting to the calculation for fee remission is too high. This will therefore not apply, as was originally proposed in Circular 99/54. Those specialist further education colleges with a high dependency on provision in higher cost weighting factors will have adjustments made to their funding allocations, as described in paragraph 31. The effect will be to increase the rate of funding per unit, rather than increasing the number of units generated by students in such colleges.

Specialist colleges

31   A specialist colleges' institutional factor will be applied to funding allocations for 2000-01. The new factor for specialist further education colleges will be phased in over two years, with a factor of 5% applied in 2000-01.

32   The Higher Education Funding Council (HEFCE) operates a similar scheme for specialist institutions in the higher education sector. Further analysis and modelling is being undertaken for other providers of programmes with CWFs C, D and E.

Review of institutional and geographical factors: London weighting

33   In 1998, the Council agreed to review institutional and geographical factors for all colleges. Institutions were subsequently invited (in Circular 98/34) to provide evidence in support of cases for particular factors. Task groups of the TAC have considered specific themes including rural and specialist provision, staffing and buildings.

34   The work of the staffing subgroup informed the review of London cost factors through its examination of the geographical weightings for wages in various parts of the public and private sector. College data on staffing costs were analysed by Maxwell Stamp plc and revised geographical weightings were identified. The sector was

consulted on the findings of the review.
Respondents agreed that:

- the baseline for geographical weightings for each institution should be the values agreed for 1999-2000

- no institution should receive a reduced allocation in 2000-01 as a result of the change

- the values for London weighting should be 1.18, 1.12 and 1.06 for London and 1.03 for counties around London, from 2000-01

- the consideration of weightings in other parts of the country should be kept under review in the light of further data on staffing

- weightings for the staffing element in the funding methodology should be recalculated on a three- to five-year cycle.

35   At its meeting on 22 March 2000, the Council agreed that the weightings for London colleges should be implemented at the values stated above.

36   A report of the review of institutional and geographical factors, including the recommendations of the subgroups on rural and isolated colleges, specialist colleges and the buildings related subgroup can be found on the Council's website, linked to *Council News* April 2000.

Part B: Funding Eligibility Arrangements for 2000-01

Definitions

37   Part B of this document provides definitions of student eligibility for funding, programme eligibility for funding and the associated audit evidence required to sustain that eligibility.

Student Eligibility for Funding

38   The DfEE has advised that the Council should take a 'water's edge' view of its area. In fulfilment of its duty, to ensure that there is adequate and sufficient provision for the population of England, the Council will consider eligible for funding any member of the home population of England, living in England, who is over compulsory school age and is following an eligible programme of study at a Council-funded institution in England. It does not fund provision made outside England. Institutions are reminded that Wales and Scotland have their own funding arrangements. There may be occasions where Scottish or Welsh students may wish to live in England and study full time on specialist programmes where there is no comparable provision in their home country. The Council has agreed reciprocal arrangements with the funding councils for Wales and Scotland for institutions close to the borders.

Students in England

39   The Council recognises that students who are members of the home population, may, as part of a substantial programme of study, spend a short period outside England. The Council will consider this eligible for funding where this provides a minor but essential part of the qualification which cannot be provided in England. Institutions seeking to make provision should seek advice from the appropriate regional office before entering into such arrangements.

Students in the armed forces

40   The Council has sought legal advice on the position of funding for students from the armed forces serving on army bases abroad. The advice is that although there are army bases overseas which stand on British territory, those living on the bases are not considered to be living either in the UK or in England.

41   The QCA has further advised the Council that colleges may not legally extend the operation of their accrediting centres overseas.

42   The Council recognises however, that armed services personnel may wish to continue in education and training whilst serving their country and has been working with the Ministry of Defence (MOD), the QCA and the DfEE to define the circumstances in which such students may be eligible for Council-funding.

43   The Council has agreed to fund eligible programmes of study for service personnel via a sector college in the following circumstances:

- where the individual is a member of the home population of England and resident in England

- where the individual is normally resident in other parts of the UK but on a posting in England and may be considered to be ordinarily resident in England

- where the individual begins a programme in England and is posted elsewhere, the Council will fund the programme to completion via distance learning or direct provision by a sector college. The Council has been advised that a franchise arrangement in such circumstances will not meet the control test, as set out in Circular 96/06 *Franchising*. The Council will not fund programmes that commence whilst an individual is posted overseas.

44   The Council will fund new or additional eligible training provided directly by a sector college or through a franchise arrangement in England. It has agreed with the MOD that it will not expect to fund training programmes for service personnel which are normally provided by the MOD for its staff, or where Council funding is displacing the budget allocated for training and education. Where a TEC is providing funds for training no Council-funding may be claimed.

45   Council-funded institutions wishing to develop education and training schemes with service personnel are invited to contact the funding team on 024 7686 3113 for further information.

Students from overseas

46   This category includes students who are nationals of countries outside the European Union (EU) and European Economic Area and British nationals returning to England after spending time abroad outside the EU.

47   Institutions are advised to consider the fees and funding position of such students at the same time to avoid inconsistency of approach. The fees status of these students is determined by the *Education (Fees & Awards) Regulations 1997* (the Regulations). Institutions are advised to obtain a copy of the Regulations which are available from The Stationery Office. The DfEE issued guidance on the Regulations in autumn 1998.

48   Institutions should ensure that they have at least one member of staff who is familiar with the Regulations and the DfEE's guidance on the Regulations. This person is likely to be the best equipped to advise the college on the funding of students from abroad.

49   The Council will fund eligible provision for an individual who it determines to be a member of the home population of England. For this purpose, the Council will normally consider any person who has lived in England for three years before the start of the programme to be a member of the home population. EU nationals living in England, and European Economic Area (EEA) migrant workers living in England, are considered to be members of the home population of England. The member states of the EEA are:

Austria	Belgium	Denmark	Finland
France	Germany	Greece	Iceland*
Ireland	Italy	Netherlands	Norway*
Portugal	Spain	Sweden	
United Kingdom		Liechtenstein*	
Luxembourg			

* not a member state of the European Union (EU)

50   The Council will consider exceptional circumstances where an individual has lived in England for less than three years, but where other evidence demonstrates membership of the home population. In such circumstances, the college should provide the evidence to the regional director.

51   The Council considers the following categories of students, as defined by the Regulations as eligible for home fees, to be eligible for funding:

- persons who have been temporarily employed outside the United Kingdom
- refugees, their spouses and children
- asylum seekers with exceptional leave to remain, their spouses and children
- reciprocal student exchanges
- persons who have been granted exceptional leave to remain or exceptional leave to enter, and the spouses and children of such persons.

52   The Council has added the following categories, for whom funding may be claimed:

- asylum seekers who meet the criteria outlined in paragraph 55 below
- persons with recently settled status, including those with indefinite leave to remain.

53   The Council would expect a college to charge a 'home' fee in the few cases where a student is defined as eligible for Council-funding but 'overseas' for tuition fee purposes.

Audit evidence

54   Colleges are expected to retain copies of documentation to support the student's case for consideration as a 'home student'. Foreign nationals will have Home Office documentation that outlines their status, for example, a letter confirming 'refugee status'.

Asylum seekers

55   For 2000-01, the Council will consider as eligible for funding any asylum seeker or his or her dependants:

- in receipt of a means-tested benefit or
- in receipt of voucher assistance from the National Asylum Support Service or
- in receipt of assistance from a local authority under the provisions of the *Immigration and Asylum Act 1999* or the *Children Act 1989*.

In addition, the Council is also prepared to regard as a home student a young, unaccompanied asylum seeker aged 16 to 18 who is placed in the care of social services.

56   Where asylum seekers are receiving a means-tested state benefit or an equivalent and the fee has been remitted in full, institutions may count the funding units relating to these students against their funding agreement with the Council. If the state assistance given to an individual is subsequently withdrawn, the institution may no longer count the units associated with the student against the funding agreement from the next triannual period.

Audit evidence

57   In all cases it is necessary for the asylum seeker to provide evidence of their status and this should include appropriate confirmation from the National Asylum Support Service or the local authority regarding such assistance.

Students from Kosovo

58   As confirmed in *Council News* 54, for the duration of the emergency situation in Kosovo, the Council is prepared to consider as home students for funding purposes Kosovans given exceptional leave to enter or leave to remain in England. Institutions should retain evidence of the student's status as audit evidence. In the event that the emergency situation ends after the publication of this document and before 31 July 2001, the institution may no longer count the units associated with the student against the funding agreement from the next tri-annual period following the declaration of the end of the emergency situation. Institutions should note that students from Kosovo given exceptional leave to remain are not eligible for learner support funds provided by the Council.

Students from Montserrat

59   For the duration of the emergency situation in Montserrat, the Council considered as home students for funding purposes Monserratians given exceptional leave to remain in England. It is likely that the Foreign and Commonwealth Office will declare the emergency situation at an end before the close of the 1999-2000 college year. In this event, the institution may no longer count the units associated with each student against the funding agreement from the next tri-annual period following the declaration of the end of the emergency situation. In the event that the situation deteriorates after 1 August 2000, the Council will review its advice on funding and provide further guidance.

Students studying English as a foreign language

60   European law enables students from the EU to access vocational training in England funded by the Council. English as a foreign language (EFL) courses would not normally fall within the definition of vocational training as defined by the European Court of Justice, and would not therefore normally qualify for Council-funding where individuals from EU countries wish to come to England to study.

61   In 1998-99, the DfEE excluded EFL qualifications, other than NVQ language units, from the approved list of vocational qualifications falling within schedule 2(a) to the *Further and Higher Education Act 1992*. As well as EFL, some of these qualifications were provided for students on ESOL programmes.

62   In order not to disrupt provision, the Council agreed for 1998-99 to place EFL qualifications temporarily within schedule 2(f) which is teaching English to students where English is not the language spoken at home. This was subsequently extended to include the college year 1999-2000, to allow enough time for a review of the funding of these qualifications and consult on any potential changes.

63   An EFL task group, consisting of practitioners from colleges and an external institution, has met with Council staff and the DfEE to consider the further guidance to be provided to the sector in respect of EFL qualifications for 2000-01. The task group's recommendations have been supported through the consultation undertaken in Circular 00/02 *Funding Methodology: Review of the Tariff 2000-01*. The outcomes of this consultation are available on the Council's website. The following students remain eligible for funding in 2000-01:

- ESOL students
- those studying any EFL qualification (as shown on the qualification database for 1999-2000) will continue to be eligible for funding under schedule 2(f) which is teaching English to students where English is not the language spoken at home
- students from the EU who are resident in England should be eligible for Council-funded externally-accredited EFL qualifications or ESOL courses if appropriate to meet their learning needs.

64   EFL qualifications will continue to receive cost weighting factor A and should be subject to normal tuition fees. Students are required to work towards a recognised externally accredited qualification.

65   Students from overseas or EU students visiting England with the sole intention of learning English remain ineligible for funding for EFL courses.

Audit evidence

66   Students from the EU visiting England with the sole intention of learning English are likely to fulfil one or more of the following criteria and therefore would not be eligible for Council-funding for EFL courses:

- students attending short courses, as visitors to England, including those studying for an externally accredited qualification on the basis of full-cost recovery
- students recruited through agents outside the UK
- students studying for part of a programme who did not wish to take an examination
- students applying from an address outside the UK.

67   Short courses are generally regarded as up to six weeks duration, where up to 30 hours a week are spent in guided learning. This includes in particular holiday or summer school courses.

68   Institutions are expected to scrutinise application for study by students in the above categories and note on their learning agreement which of the above cases apply.

69   EU students in the categories described below may be eligible for Council-funding where they are:

- in part-time paid work or equivalent for example, au pairs
- combining the EFL programme with a vocational programme and the vocational programme is the primary learning goal.

70   The following commentary sets out various types of student and indicates whether they may be funded by the Council, or whether they fall outside the responsibilities of the Council.

71   All students in the following categories should be regarded as being enrolled on provision not funded by the Council:

- school students on link provision
- students enrolled on inward collaborative provision
- students enrolled on training and enterprise (TEC) funded provision (this includes Advanced and Foundation Modern Apprenticeships)
- students on New Deal options (see paragraphs 101–106)
- full-cost recovery students
- higher education students on prescribed higher education provision, including HNDs and HNCs
- students of compulsory school age for whom the institution has no written evidence that the Council has agreed to fund their provision
- overseas students.

Full-time students

72   The new definition of a full-time student for funding purposes is provided at paragraph 24. It applies to all students irrespective of the content of their programmes.

73   For certain learning programmes that include individually listed qualifications such as NVQ and access to higher education, 450 hours per year will continue to be used to obtain 84 basic on-programme units. This is now being expressed at 150 hours per tri-annual period. In terms of curriculum 2000, institutions should note that ministers expect most full-time students' programmes for 16–18 year olds to be substantially greater than the minimum threshold level, and that learners will enjoy a broader curriculum experience. The Council will continue to use a definition of full-time based on glh for statistical purposes, including monitoring growth. For loadbanded qualifications, 660 hours will now be used to obtain 85.5 basic on-programme units.

Audit evidence

74   The student's learning agreement, including the average number of glh a week, provides part of the auditable evidence of colleges' claims for funding units. This learning agreement should show details of the student's planned programme, including whether it is full-time or part-time and the length of the programme, and is signed on behalf of the institution and by the student. All students funded by the Council should have a learning agreement.

The details of what should be set out in a learning agreement are set out under 'learning programme'.

Part-time students: Jobseekers' allowance

75   The *Jobseekers' Allowance (JSA) Regulations 1996* contain rules on study by people who are unemployed and receiving benefit. Full-time students (excluding those on programmes enabling them to study on a full-time basis, such as New Deal for people over 25) will continue to be excluded from benefit as unemployed people. People undertaking part-time courses will be able to receive the jobseekers' allowance (JSA) provided they meet the conditions of entitlement, including being available for and actively seeking employment. In the case of provision wholly or partly funded by the Council, the regulations will define programmes of no more than an average of 16 glh a week as part-time.

Audit evidence

76   Institutions funded by the Council should include a section in their learning agreements stating the average number of glh a week for a student's course. If no learning agreement is provided, the student will not be able to claim JSA. Regulations will provide that the learning agreement, signed on behalf of the institution, but not any other document, will provide evidence of a student's average glh for the purposes of determining entitlement to benefit.

77   In the case of programmes of more than one year's duration, the information included in the learning agreement on the number of glh a week should be reviewed before the beginning of the college year and, where necessary, recalculated.

78   Institutions should note that the learning agreement has a legal status in the context of JSA and should be prepared to make the original document available for inspection by Employment Service (ES) or central adjudication service staff if required.

Age of student

79   For funding purposes, 'age 18' means 'under 19 on 31 August in the calendar year when the student begins a programme of study', and 'in full-time education' means pursuing a programme of study of a minimum of 16 basic on-programme units per tri-annual period.

College staff

80   Staff employed by an institution may be enrolled on eligible programmes providing that attendance is outside their contracted working hours or that they are released for training and replaced. It is not expected that the numbers of such enrolments will be significant. Institutions should retain appropriate audit evidence.

People of compulsory school age

81   The advice to the Council from the DfEE in the 1995 public expenditure survey settlement stated that the Council's power to secure provision for young people under 16 is governed by the requirement that it should be suitable to the requirements of persons over compulsory school age. The secretary of state would expect the Council to exercise its power to secure provision for such students only in exceptional circumstances, and the student numbers underlying the proposed grant to the Council do not allow for any expansion in the number of students under 16. For the purposes of the funding agreement, 'under 16' means 'of compulsory school age'.

82   There is now a single date when young people can legally leave school. That date is the last Friday in June for those young people who have completed year 11. Institutions should note that the Council will not expect to fund groups of school-leavers before 1 August 2000, but it will fund individuals under exceptional circumstances.

83   In the light of this advice, institutions should take account of the following guidance regarding the exceptional circumstances under which the Council will consider provision for students of compulsory school age as eligible for Council-funding.

84   The Council will not provide funding for students who are enrolled full time in a school and who wish to follow part of their programme in a further education institution during school hours. In such circumstances, whatever the age of the student, this provision should be treated as link provision, and it is expected that the school will meet the costs of the provision.

85   Where a student is enrolled in a school, but wishes to undertake a part-time course outside school hours which is not connected with their full-time programme at school, for example by enrolling on an evening class, the Council will consider such provision as eligible for Council-

funding provided the student is over compulsory school age. The Council does not expect to fund evening resit GCSE programmes in English or Maths for students in school sixth forms.

86   Where a prospective student is of compulsory school age, an institution may enrol the student if it so chooses. However, to be eligible for Council-funding, the programme provided by an institution must be suitable to the requirements of persons over compulsory school age. The provision must meet an individual student's needs bearing in mind the student's age, aptitude and ability. The Council will consider, on an individual basis, the eligibility for funding of such students, but it is expected that this will be in exceptional circumstances only. It is not envisaged that groups of students would be eligible for funding since, by inference, the circumstances are extremely unlikely to be exceptional. Where students of compulsory school age enrol on basic skills summer schools programmes, the institution must obtain prior agreement from the appropriate regional office. These young people are not eligible for the short course arrangements which apply to adults only.

87   Where parents seek to enrol a young person of compulsory school age on a full-time programme, colleges are advised to involve the school and local education authority in discussions as appropriate. Institutions are reminded that the education standard spending assessment settlement calculated for each local education authority contains funds for each student of compulsory school age in a maintained school, excluded from school, or educated 'otherwise'. In most cases an institution wishing to enrol a student of compulsory school age should seek funding from the LEA or school if appropriate. Where a local authority declines to fund a college place, the Council determines the circumstances are not exceptional, and the college wishes to enrol the young person, the DfEE advises that the college may charge a fee.

Audit evidence

88   Institutions seeking Council-funding for students of compulsory school age should contact, in the first instance, the appropriate regional office. Institutions should retain as audit evidence written evidence of the Council's agreement to fund individual students.

Persons detained by court order

89   Institutions are requested to note that the Council has neither the duty nor the power to fund individuals detained under order of a court, for example prisoners (see Section 60 of the *Further and Higher Education Act 1992*). This includes inmates who wish to undertake study with a Council-funded institution immediately prior to their release and those detainees who are electronically 'tagged'.

Probation service

90   The Council wishes to encourage institutions to link into the work undertaken by the probation service with offenders on community service orders. Such students will be eligible for Council-funding for eligible courses provided in addition to the work or training undertaken as part of the community service order. The Council does not expect to fund any part of the community service activities, even where the activity has been accredited by an Open College Network or similar accreditation system. The Home Office remains responsible for the funding of activities undertaken as part of an individual's community service order.

Leisure and recreational provision

91   Institutions should note that the Council does not expect to fund leisure and recreational provision made in collaboration with clubs and other bodies, including ones at national level. Adult learners who have experienced disadvantage and have not previously had access to Council-funded provision may be supported for non schedule 2 provision as a precursor to progression to schedule 2 provision. This is not generally understood to include provision made by clubs and other bodies whose primary aim is to promote competence in their members' leisure and recreational pursuits.

Widening participation students

92   The Council introduced a widening participation factor into the funding methodology for 1998-99 following the recommendations of the Kennedy Report, *Learning Works*. The method of calculation is set out in Part C, paragraphs 349–353.

93   The secretary of state has identified widening participation as a key objective for the sector and in 2000-01 he expects 65% of additional adult students to be drawn from those groups whose background

had disadvantaged them, rising from 60% of adult students in 1999-2000.

94   The following groups of students are eligible for a widening participation uplift factor:

- the homeless (see paragraphs 97 to 100 below)
- those living in hostels and residential centres
- those with mental health problems
- travellers
- those whose statutory education has been interrupted
- those in or who have recently left care
- asylum seekers
- refugees
- ex-offenders
- full-time carers
- those recovering from alcohol or drug dependency
- ESF students
- single regeneration budget (SRB) funded students
- basic skills students
- Council-funded non-schedule 2 project students.

95   People who fall into one of the following groups are not supported through widening participation:

- long-term unemployed
- single parents
- those living in areas of rural deprivation or isolation
- residents of former coalfields taskforce areas.

96   Further details of the widening participation factor are set out in Circular 99/42 *Extension of the Widening Participation Factor*.

Homeless students

97   The Council has adopted the Housing Corporation's basis for determining what constitutes supported housing. Three conditions must be met before housing may be determined as supported housing for the purpose of claiming the widening participation uplift for homeless students. These conditions are:

- there must be a landlord/tenant relationship, which may include a licence

agreement, with the individual receiving the support

- the level of housing support provided must be over and above that which would generally be provided in relation to the management of general needs housing. Intensive housing management involves the same activities as basic management, but is characterised by the higher frequency and degree of difficulty of undertaking them for vulnerable residents, particularly if there is an expectation to move on. The following are examples of activities performed more intensively in supported housing:

  – agreeing housing support plans with new residents

  – arranging and counselling residents about their move-on requirements

  – putting residents in touch with care, support and welfare services providers

- the landlord must have formally taken on responsibility for providing the housing-related support to the resident(s) concerned, either directly or indirectly through a formal relationship with another organisation or voluntary body.

98   In addition, the Housing Corporation's performance standard relating to action plans for residents, standard H2.1, requires Registered Social Landlords of supported housing to 'discuss, agree, and plan appropriate housing support' with residents. The Council expects institutions to secure evidence from the student's landlord indicating that the action plan makes reference to the education needs of those residents who are undertaking further education courses. This could be formal written confirmation from the landlord or a copy of the relevant part of the action plan.

99   This approach is intended to ensure that landlords and colleges secure effective partnership arrangements with regard to identifying and providing appropriate educational provision for residents in supported housing. This will help provide a unified approach to address the needs of those people who may be considered as the most vulnerable, thereby helping them to rebuild their confidence to assist their integration into society.

100 The Council expects the landlords of students for whom colleges wish to claim the widening participation uplift to meet the same criteria as those required to secure registration as a Registered Social Landlord with the Housing Corporation. Guidance on the criteria to be met to secure registration with the Housing Corporation as a Registered Social Landlord can be found in the Housing Corporation's publication *Guidance for Applicants to Become a Registered Social Landlord*, published in October 1996. An equivalent body would be expected to meet these criteria.

Government Initiatives and European Funding

New Deal students

101 As part of its 'Welfare to Work' strategy the government has developed a range of New Deal programmes which aim to to assist unemployed people to find jobs and improve their employability. These New Deal programmes target young people aged 18 to 24; older long-term unemployed people; people with disabilities and lone parents. The Employment Service (ES) has provided to each college details of the design of the New Deal and the specification of the full-time education and training elements for those groups included in this element.

102 Students on New Deal options are not eligible for Council-funding as these programmes are considered to be fully funded from sources other than the Council. However, where students enrol on separate and unrelated eligible qualifications outside the 30-hour New Deal option contract, they will be eligible for Council-funding. Additional qualifications studied by distance learning will not be eligible under this arrangement.

103 Students who participate in a New Deal for Lone Parents interview which identifies a college programme of study as the outcome may be eligible for Council-funding for the programme of study. The institution should retain auditable evidence that there is no other source of funding for the student, for example, TEC or ES funding.

104 Students that are undertaking a Council-funded programme of study prior to entering the Gateway phase of the New Deal may continue their programme while in the Gateway and colleges may claim funding units for this provision. This applies also when students start courses after their New

Deal option finishes. Institutions should liaise with the ES local office over the end date of the student's New Deal option. The Council would not normally expect students to start a Council-funded programme while in the Gateway.

105 During New Deal Gateway any job-focused education and training courses will normally be considered fully funded from sources other than the Council. However, in exceptional cases particularly where New Deal clients would be able to benefit from courses which would not normally be available through New Deal, some provision may be eligible for Council- funding. It is anticipated that these cases will be rare and all cases must be considered with the advice of the ES.

106 New Deal for people aged 25 or over who have been unemployed for two years or more includes relaxation of some requirements of the JSA regulations to enable clients to study for more than 16 hours without it affecting their JSA.

Youth credits

107 Youth credits were extended on a national basis from April 1995. All 16- and 17-year olds who have entered the labour market and are in part-time education or training are entitled to a youth credit. Students aged 16 to 18 funded by or entitled to youth credits, including those on the modern apprenticeship or former national traineeship schemes, are regarded as being fully funded by sources other than the Council and, consequently, no funding units may be claimed for such students. However, institutions may claim units for students for any triannual periods up to the point where they become funded by youth credits. A guidance note *Youth Credits and FEFC Funding* was published jointly by the Council, the Department for Education and Employment (DfEE) and the TEC National Council in July 1996 and a *User Guide* in December 1996. This is the definitive guidance on this matter.

108 Youth credits, including modern apprenticeships, are fully funded by the DfEE via the TECs. However, institutions may include in their claims for Council-funding any qualifications which the Council may fund in accordance with the provisions of the guidance note.

College apprenticeships

109 Where a college is offering a full-time programme for young people who are not in employment, whether or not such a programme

involves a work placement, it should make clear in describing the course that it is not within the modern apprenticeships framework and should also give a clear description of what the course involves. Colleges are reminded that students attending a college as part of their modern apprenticeship should be in receipt of a youth credit and colleges may not claim Council-funding for these students.

110 Where there is clear evidence that the modern apprenticeship framework for a particular programme area excludes certain qualifications considered essential for the student's full programme, these may be claimed as eligible for Council-funding. The institution should retain as auditable evidence the mapping of the additional qualifications against the framework and evidence from the TEC or NTO that there is no funding for these qualifications from within the framework. Any institution planning to accept students on programme in this way should contact their regional office for advice prior to the start of the programme.

Construction apprenticeship scheme

111 The CITB has established a Construction Apprenticeship Scheme to provide a high quality route for young people entering the construction industry. For the first 39 weeks of the scheme, young people are not in employment and may be enrolled as full-time students by colleges. Colleges should ensure that the students' programmes lead to appropriate qualifications, normally an NVQ level 1 plus additional GNVQ units.

112 Students progressing to the next phase of the scheme under National Traineeship arrangements leading to NVQ level 2 should be funded through youth credits. Colleges may not claim Council-funding for any provision made for students in this phase of the scheme. Separate qualification aims may be funded by the Council under the normal arrangements for youth credit provision set out in *Youth Credits and FEFC Funding* (July 1996).

European funding

113 The Council can provide match funding towards the costs of the programmes for students supported through the European Social Fund (ESF).

114 ADAPT
Please see erratum page at the end of this document

115 The Council does not wish to discourage institutions from securing income from sources other than the Council. Where an institution succeeds in securing other income, including ESF grant, the Council does not take it into account in determining the distribution of Council funds, neither will it seek to recover such income from an institution.

Programme Eligibility for Funding

Introduction

116 This section sets out the elements of programmes and types of programmes that may be funded by the Council. Additional commentary on the calculation of funding units for specific elements is set out in Part C.

117 Institutions are reminded that they should consider the eligibility of provision for Council-funding before entering data on the individualised student record (ISR). Where there is any uncertainty, the institution should contact regional office staff and seek clarification before proceeding. The Council reserves the right to disallow funding claims for ineligible programmes.

118 Institutions should note that the eligibility of provision is subject to review by external auditors and subsequently by the Council. The secretary of state determines the eligibility of provision under schedule 2(a) to (c) and the Council is responsible for the final determination of eligibility of provision under schedule 2(d) to (j). Schedule 2 is summarised in annex C and is set out in detail in Circular 99/10, *Schedule 2*. The Council's powers to fund non-schedule 2 provision are also set out below.

119 Institutions are reminded that the qualification database provides information about all qualifications, including those funded by the Council and those eligible for funding from other organisations. It should not be used as the sole means of confirming the eligibility of qualifications for Council-funding. For example, in verifying the eligibility of a qualification for schedule 2(a), institutions should refer to the DfEE schedule 2(a) list which is kept up to date on the DfEE's website.

120 The DfEE publishes the list of approved qualifications under schedule 2(a) for the next college year in January. The Council understands

that there are relatively few changes to the list. Any qualifications removed from the list will not normally be eligible for funding from 1 August 2000 for new enrolments. The Council will consider whether any of these qualifications may be approved for funding under another section of schedule 2. In planning provision for 2000-01, institutions should not assume that such approval will be granted. The Council will update the qualification database in version 13.1 to reflect the changes for 2000-01. Qualifications added to the list of approved vocational courses after 1 August 2000 will be eligible for Council-funding from the date of approval by the secretary of state.

Learning programme

121 A learning programme is defined as:

all of a student's learning activities towards their primary learning goal which involve the use of the resources of the institution at which the student is enrolled.

In addition, from 2000-01, a learning programme will be *a period of study at a single institution which is a continuous single programme, unless there is a break of at least two periods when the student is not enrolled at the institution.*

122 Institutions should note that entry units for students taking one of the new 3 glh short courses retain their entry units should the student progress to a more substantial programme.

123 It is not expected that a student will normally require more than a single 3 glh introductory or diagnostic programme in basic skills or a single 3 glh programme in introduction to Information and Communications Technology before moving into a more substantial learning programme. It is expected that where a student undertakes a 3 glh course, this will be studied prior to progressing to a more substantial programme.

124 Whilst recognising that students may occasionally enrol at more than one institution, groups of students enrolled on full-time programmes at an institution should not be enrolled on part-time programmes at other institutions, especially through franchised provision. For example, it would not be appropriate for several students enrolled on a full-time sports and leisure programme to be enrolled at another institution to do a first aid or sports coaching qualification, especially through franchised provision. This could lead to an overclaim of funding units.

125 A student who completes a qualification which is not a new short 3 glh course, and re-enrols in the same 12-month period to take another qualification should have their learning programme revised. No additional entry units should be claimed. Institutions may claim a maximum of eight entry units for each student in any 12-month period. Please note the revised guidance on entry elements in paragraphs 229–243. Institutions, including those franchised organisations, or members of a UfI learning hub, should not seek to divide a student's programmes between other institutions artificially in order to increase the number of units earned overall. Further guidance on duplicate students and with particular reference to recording franchised students is provided in annex G of supplement B to Circular 99/43, *Audit of Final Funding Unit Claim 1998-99*.

Primary learning goal

126 The primary learning goal is defined as:

the endpoint qualification or qualifications or other equivalent objectives to be achieved by the student within a minimum period of 12 months as set out in the student's learning agreement with the institution. It excludes qualifications that are either subsidiary or equivalent to other qualifications in the same subject already included in the primary learning goal.

127 Institutions should note that Council-funding is not currently available:

- for a qualification not included in a student's primary learning goal
- for a qualification where the student is not registered with the awarding body concerned
- where the student wishes only to study a small part of a qualification and has no intention of completing the full qualification[1]
- for qualifications undertaken by adults delivered in fewer than 6 glh, other than a specific 3 glh course in introductory or

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[1]*There will be some specific short courses of 3 and 6 glh provided through partnership activity for adults in basic skills and IT which will be eligible for funding in 2000-01. In addition, it is intended to extend the non-schedule 2 pilots and unitisation (see paragraphs 216 and 222 and Circular 00/11* Funding: New Arrangements for Adult Learners*). These courses are unlikely to deliver full qualifications.*

diagnostic basic skills, or a 3 glh introduction to ICT course[1]

- for qualifications for students aged 16–18 delivered in fewer than 9 glh.

Guided learning hour(s)

128 Guided learning hours (glh) are defined as:

all times when a member of staff is present to give specific guidance towards the qualification or module being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing students' achievements, for example in the assessment of competence for NVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the student is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the students.

129 Institutions should note particularly the final sentence of the definition and only include as glh, supervision or assistance where provided by a member of staff able to give specific support to the student. General study time, for example, in a library, should not be included, even though a member of staff is in attendance. Additional guidance on the definition of distance learning and online distance learning and the aspects of programmes delivered by these methods which can be funded are set out in paragraphs 150 and 172 respectively.

Length of course for students aged over 19

130 For programmes for students aged 19 and over, the minimum course length for Council-funding will be 3 glh for specific courses in basic skills or ICT only. These are described in annex A.

131 For all other qualifications for students aged 19 and over, the minimum length of course eligible for Council-funding will be 6 glh. This applies to each qualification, or unit of a qualification, or course, whether loadbanded or individually listed. This will enable institutions to deliver one day course provision where the awarding body specifies the minimum course requirement is for 6 glh.

132 Where institutions wish to offer adult learners a programme comprising units of nationally recognised qualification, to meet specific employment or individual needs, the programme must comprise at least two linked units. Each unit must be a minimum of 6 glh.

133 The Council will not expect the new short courses of 3 or 6 glh, as defined in Circular 00/11 – *Funding: New Arrangements for Adult Learners*, to be delivered by distance learning. The distance learning tariff will therefore not be available for these very short courses. Institutions will need to demonstrate that either 3 or 6 actual glh, excluding breaks are delivered to students.

134 For qualifications and courses delivered by distance learning, the actual glh are adjusted by a factor of 14 to compensate for the largely one-to-one nature of the tuition. This means that the actual tutor/student contact time may be less than 6 glh. Institutions should note however, that glh must be claimed individually for distance learning students to recognise the individual nature of the learning programme. In order to accurately record the actual glh provided to each student, institutions must have robust student tracking and monitoring systems in place. A qualification or course delivered by distance learning is expected to be a substantial programme, supported individual initial assessment and guidance, by logs of student activity, qualified tutor support, pastoral care and guidance. Where no individual initial assessment is provided or no guided learning can be evidenced then no Council-funding may be claimed.

135 The Council will request additional audit checks on all programmes delivered by distance learning in 1999-2000 and in 2000-01. This will inform the further review of the tariff. Institutions should note that distance learning provision is identified as a risk factor in annex A to supplement B in Circular 99/43 when planning the provision.

Length of course for students aged 16–18

136 The Council expects students aged 16–18, either full or part time to receive a substantial programme of study, comprising nationally recognised qualifications. The minimum length of course eligible for Council-funding for students of this age group will therefore be at least 9 glh.

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[1]*There will be some specific short courses of 3 and 6 glh provided through partnership activity for adults in basic skills and IT which will be eligible for funding in 2000-01. In addition, it is intended to extend the non-schedule 2 pilots and unitisation (see paragraphs 216 and 222 and Circular 00/11* Funding: New Arrangements for Adult Learners*). These courses are unlikely to deliver full qualifications.*

137 Where a student taking an NVQ is being assessed in the workplace by a member of staff employed by the institution, only those hours when the institution's staff are directly assessing the student's competence should be counted as glh.

138 In the case of programmes provided in the workplace, including those delivered by the accreditation of prior learning, and/or by distance learning, or in the case of students with learning difficulties and/or disabilities, or the equivalent of the workplace, the maximum length of delivery of such programmes will normally be 329 glh a year. This includes programmes delivered wholly or partly by the accreditation of prior learning and experience or by distance learning. This is based on the view that it is unlikely for the number of glh spent in training to exceed a total of 329 hours over the normal working year. An individual cannot be considered to be in full-time education and employment at one and the same time.

Tri-annual periods

139 The tri-annual periods are defined as:

1 August to 31 December

1 January to 30 April

1 May to 31 July.

140 On-programme units, tuition fee remission units, additional support units and widening participation units are earned by an institution for each tri-annual period wholly or partly completed by a student. The funding calculations in support of a claim for units for each of these elements are set out in Part C.

141 A student is deemed to have wholly or partly completed a period where:

- the student is enrolled at and attending the institution on the census day for the period

- the student's programme began and finished between any two census dates. In this case, the student is deemed to have wholly or partly attended one period only, even where their programme actually spans two tri-annual periods.

142 Students who have withdrawn from a programme by the census date should not be counted as wholly or partly completing that period. Further guidance on the definition of withdrawal from a learning programme is provided in annex A

to Circular 94/29 and in table 4 of supplement B to Circular 99/43.

143 Particular care should be taken to monitor withdrawals in flexible open learning and in distance learning. The monitoring of withdrawal in ICT centres appears to be problematic in some cases. In a few instances, it appears that institutions have artificially manipulated the student's attendance pattern, by, for instance requiring attendance of 6 hours a week over 20 weeks, to enable 120 glh to be claimed, at the census date, when fewer glh have actually been delivered. External auditors will be asked to undertake additional checks on the glh claimed for this type of provision, including the pattern of withdrawals in 1999-2000 and in 2000-01

Census dates

144 The census dates are 1 November, 1 February and 15 May. Where a census date falls on a weekend or a public holiday, the next working day is the census day.

Start period

145 The start period for a student is the first tri-annual period in which an institution can claim units for that student. It is determined by the date on which the student's learning programme begins and ends. Table 1 gives more detail.

Types of Student Programme

Access to higher education programmes

146 Access to higher education qualifications are those approved by the secretary of state under schedule 2(c) of the *Further and Higher Education Act 1992*. The Access Recognition and Licensing Committee (ARLC) of the Quality Assurance Agency for Higher Education (QAA) advises on approvals for courses under schedule 2(c). It is the advice of the QAA that learners on schedule 2(c) programmes should be aged 21 or over at the start of their course. This advice has been reiterated by QAA to its Authorised Validating Agencies (AVAs).

147 Colleges are reminded that this advice on eligibility remains in place for 2000-01. Before a student aged under 21 is enrolled, the college should seek the advice of their local AVA. It is not expected that groups of students aged under 21 should be studying for all or part of a 2(c) programme.

Table 1. Learning programmes and their corresponding start periods

Learning programme starts	*Start period*
Starts between 1 Aug and 1 Nov 2000	autumn 2000 (1 Aug–31 Dec)
Starts and finishes between 2 Nov and 31 Dec 2000	autumn 2000 (1 Aug–31 Dec)
Starts between 2 Nov and 31 Dec 2000 and continues into the next tri-annual period	spring 2001 (1 Jan–30 Apr)
Starts between 1 Jan and 1 Feb 2001	spring 2001 (1 Jan–30 Apr)
Starts and finishes between 2 Feb and 30 Apr 2001	spring 2001 (1 Jan–30 Apr)
Starts between 2 Feb and 30 Apr 2001 and continues into the next tri-annual period	summer 2001 (1 May–31 Jul)
Starts between 1 May and 15 May 2001	summer 2001 (1 May–31 Jul)
Starts and finishes between 16 May and 31 Jul 2001	summer 2001 (1 May–31 Jul)
Starts between 16 May and 31 Jul 2001 and continues into the next teaching year	autumn 2001(1 August–31 Dec)

148 Guidance on length of programme and the associated funding units is set out at Part C.

Audit evidence

149 Exceptional cases made for individual students aged under 21 should be referred to the local AVA for advice. The college would need to refer to alternative provision for these students and explain why it is not appropriate for their needs. The college's case and the response of the AVA should be retained as auditable evidence, including where the AVA does not support the case presented to it for judgement.

Distance learning programmes

150 The guidance below on distance learning, the UfI, open learning and online learning is written in the light of the work of the Distributed, Open and Distance Learning (DODL) subgroup of the TAC. The group is to present its report to the TAC in June 2000 when further guidance will be made available.

151 The definition of distance learning programmes is:

those on which students study with specially prepared learning materials for their private study and are provided with active learner support, by suitably qualified staff, to enable them to successfully achieve the qualification, or in the case of non-certificated or accredited courses, the outcome identified in the learning agreement.

152 The active learner support should include a robust marking and comments service for their work which may be in electronic form or on paper. It is expected that the marking and comments service should be provided by suitably qualified specialist subject tutors, who are additionally trained to support distance learners. The marking service provided should include feedback on the course assignments, and course content, the student's literacy, numeracy and language skills where appropriate. It should be demonstrably over and above the service normally provided to students in a classroom situation. Situations where tutors or administrative staff are simply provided with a marking template to administer will not meet the criteria for a robust written comments service.

153 The programme should include individual initial assessment to confirm that the course and the method of learning meets the student's needs. It should include specialist tutorial support, technician support where relevant, counselling and guidance.

154 In addition to the robust written comments service, the learner support may be provided by face-to-face tutorial support, on an individual basis, or in a group, or the support may be provided by telephone, e-mail, video conferencing, or other electronic means.

155 Additional support should be provided where necessary and appropriate for students with

language, literacy and numeracy needs or where students have learning difficulties and/or disabilities.   Institutions should be able to demonstrate that students should have access to the same level of support as students who attend traditional classroom based courses, including tuition fee remission, childcare, guidance and counselling.

156 This definition is intended to cover situations in which study is essentially home- or work-based and there is only occasional contact with the institution. The learning materials and the support may be provided by paper-based correspondence course, by video or audio-tape, or by accessing materials on-line via the Internet. The definition of distance learning does not include learning workshops, open access, or drop-in centres where the institution provides learning support and counselling facilities, together with access to materials and resources. The basic on-programme units for courses delivered via these types of centres should be determined using the tariff table in annex A. Further guidance on claiming funding for learning centres, open access and drop-in centres is outlined at paragraphs 292–294.

157 Tutor support in distance learning is primarily provided on a one-to-one basis, although there may be opportunities for distance learners to work occasionally in groups.   Group contact may be provided by face-to-face tutorials for groups of students or may be online via chat sites, by telephone conference, or by video conference. Opportunities for students to interact with each other and for peer support are encouraged. Institutions should not claim funding however, for self-help groups either traditionally convened or on-line where there is no tutor contact for guided learning. A number of colleges have provided a free telephone helpline for students that is available particularly in the afternoon and evening, including weekends. In other instances, tutorial centres have been established close to students' homes offering childcare where applicable. These would seem to be particularly useful for distance learning students.

158 For distance learning programmes, a student should be considered to have withdrawn where a student fails to make planned contact and four weeks or more have elapsed. Where institutions monitor continued student activity by telephone calls made by administrative staff, these should not

be counted as guided learning. The withdrawal date is the date of the first planned contact missed by the student. It is considered that distance learning students should be encouraged and supported to achieve the qualification or course in as short a time as possible to minimise the possibility of drop-out or non-completion. However, in some circumstances, it is accepted that the programme may take longer to achieve than if delivered by conventional means. It is considered unlikely that the programme should take longer than five years. This is consistent with the stance of awarding bodies on length of time taken to complete a qualification.

159 The Council does not expect that NVQs will be gained entirely by a distance learning route because of the nature of the assessment process. Distance learning students must be resident in England and otherwise eligible for Council-funding. The local priorities guidance detailed in Circular 99/39 applies equally to distance learning as it does to programmes delivered by more conventional means.

Audit evidence

160 Where face-to-face contact with the tutor, either individually, or in a group exceeds the number of enhanced distance glh for the course, then the course should be considered to be traditional delivery and the normal tariff should apply. A small number of institutions have claimed as distance learning, programmes where the main learning programme is delivered in the classroom and a significant proportion remains to be studied as homework assignments. In other cases, the homework component has been claimed as distance learning. Such programmes should not be claimed as distance learning programmes.

161 The minimum number of actual glh to be delivered as an entitlement to the learner by distance learning should be clearly identified in the course literature, any publicity material and in the student's learning agreement. It is expected that an active learner's contact with their tutor should be sufficient to maintain a level of support appropriate for a learner aiming to achieve the qualification concerned. An institution should always take active measures to ensure that the student is continuing on the programme and has not withdrawn, for example, by providing a planned timetable for the receipt of assignments and then checking with

students who have not provided an assignment on the due date.

162 A contact is receipt of work or projects by the tutor, or a meeting or telephone call between the student and the student's tutor. A log of all student contact for each learner should be retained as audit evidence.

163 The Council would expect an active learner to produce a minimum of one written assignment in each tri-annual period. Good practice suggests that students should be contacted at regular intervals to check that they are still following the programme. It is not acceptable to assume that silence means a student is 'continuing'. As noted in paragraph 158 above these regular checks by administrative staff should not be counted towards the calculation of glh.

Open learning

164 The definition of open learning programmes is:

open learning programmes are those which are taught with specially prepared learning materials for private study and provide a marking and comment service for written work which may be accompanied by some counselling or tutorial support.

This definition is not intended to cover situations in which study is essentially home-based or remote and there is only occasional contact with the institution. It does include learning support workshops, open access and/or drop in centres where the institution provides learning support and counselling facilities, together with access to materials and resources.

165 For open learning programmes, institutions may claim the value of the units for the qualification which are identified in annex A. This applies to paper-based open learning courses, or those where materials are delivered online within the centre. The interim tariff does not apply.

Audit evidence

166 Institutions should be realistic in the length of time assigned to a particular qualification delivered by open learning. For example for a qualification which is normally delivered in 120 glh in a traditional setting the institution should not seek to require students to adopt an unreasonable attendance pattern which they are unlikely to achieve, and which does not necessarily meet their

individual needs. For instance, it does not seem reasonable to require all students to adopt the same attendance pattern if open learning is truly to meet the students' needs. In some IT centres with apparently flexible attendance, the day has been broken down into 2-hour periods. Students are required to book sessions in advance. There is also the added requirement to attend for 6 hours per week for 20 weeks irrespective of student need or ability to attend. This practice has led to colleges drawing down the units for the 120 glh at the end of the 20 weeks irrespective of the actual attendance of the student or whether they have completed the qualification. This may lead to an over-claim of units. It is questionable if this type of centre with restricted flexibility offers students the best value as inspectorate evidence is that the achievement rate is relatively low. The Council will ask external auditors to undertake additional checks on this type of provision in 1999-2000 and 2000-01. The Council intends to monitor the claim for units for 1999-2000 to identify institutions where this appears to be a feature whether through open learning or elsewhere in the institution.

University for Industry

167 The Council has provided for development activity for the University of Industry (UfI) in 1999-2000 and 2000-01 for UfI hubs and learning centres. It is anticipated that 1000 UfI learning centres under the brand name 'learndirect' will be in operation by September 2001. Around 7,500 full-time equivalent (FTE) learners will participate in UfI/learndirect activities during 2000-01. Details of the allocations procedure for UfI learning hubs and centres is provided in the UfI circular.

168 Each hub partnership will have a nominated lead college ('recipient college') which receives funding from the Council. The nominated college, as the recipient college, is responsible for putting in place the quality assurance, audit and monitoring arrangements on behalf of the hub. The hub partners may agree an appropriate level of funding be retained by the recipient college for this purpose.

169 The majority of UfI/learndirect learning opportunities are short courses with no accredited outcome, although packages may link into accredited qualifications or may link together to form an externally accredited qualification. These short opportunities for learning are intended to reach a wider range of learners than are

traditionally attracted to education and training, and to offer access to a wide range of learning opportunities including basic computer literacy and basic skills.

170 Each hub partnership will have a list of 'learndirect' packages. These are also included in the Council's qualification database. The tariff for UfI courses is set out in Part C, paragraphs 295–296 and in the UfI circular.

Audit evidence

171 Further guidance on the audit evidence required is detailed in Circular 99/43. Particular care should be taken to ensure that students claimed as UfI learners are not claimed for funding elsewhere in the institution or as learners with other hub partners at one and the same time. Please refer to the section on duplicate students in annex G of supplement B of Circular 99/43. Supplementary guidance on the audit of online distance learning will be provided in the report of the DODL subgroup TAC. This will include the treatment of electronic registration.

Online distance learning courses

172 At its meeting on 22 March 2000, the Council agreed that the interim tariff for distance learning (see paragraph 297) should form the basis of the formula for all qualifications delivered by online distance learning including the UfI.

173 Where students require an intensive introduction to the use of new technology, then the 3 glh arrangements may be appropriate (see paragraph 299). These 3 glh short courses should not be claimed via the interim tariff; actual glh should be delivered. No more than one 3 glh introductory ICT course should be claimed for each student.

174 As this is still a relatively new method of delivery, institutions are requested to contact the Council in advance of the delivery of the programme with details of the course, the client group and to confirm the number of units they intend to claim. This will also enable the Council to monitor the growth of online distance learning.

Audit evidence

175 Supplementary guidance on the audit of online distance learning will be provided in the report of the DODL subgroup of the TAC. This will include the treatment of electronic registration.

Entitlement for full-time 16–18 year-old students

176 The new funding arrangements for curriculum 2000 introduce an entitlement to key skills, tutorial and enrichment activities for all full-time 16–18 year-olds starting programmes in the 2000-01 teaching year. The Council expects that the teaching time devoted to this element will be approximately four or five hours a week, broadly similar to AS/A2 and GCE A level subjects. Eight basic on-programme units per period, equivalent to 48 basic on-programme units over two years (24 units a year), may be claimed for the key skills, tutorial and enrichment entitlement, reflecting its broad equivalence to the teaching time expected for a GCE A level over two years. These basic on-programme units will attract fee remission.

177 To be eligible for this Council-funded entitlement, students must be:

- aged under 19 on 31 August in the calendar year in which they start their programme of study
- studying on a full-time basis, defined as undertaking a main programme generating at least 16 basic on-programme units per period, equivalent to 48 basic on-programme units per year
- aiming to achieve all three elements of the new QCA key skills qualification, that is, communication, application of number and information technology.

178 All three criteria should normally be met. Where, however, a student has learning difficulties and/or disabilities which make the QCA key skills qualification inappropriate, institutions will still be able to claim funding.

Tutorial and enrichment

179 Some examples of appropriate enrichment activities are:

- careers guidance
- sports
- music, dance and drama
- Young Enterprise and Duke of Edinburgh awards
- health education
- use of learning resource centres.

180 For 16–18 year-old full-time students, guidance, tutorial skills and study skills come from within the entitlement and will not be funded as additionality. Guidance and tutorial work is fundable for part-time 16–18 year-old students and adults if the qualification is eligible under schedule 2.

181 Normally, part time jobs undertaken by students would not be eligible for funding as enrichment activities under the entitlement. Work experience will be considered eligible for funding as an enrichment activity only where this is a structured activity with some tutor input. However, where work experience is provided as a mandatory element of a qualification, it is deemed to be part of the main qualification and there should be no claim for enrichment activity.

Key skills

182 The new QCA key skills qualification recognises achievement in communication, application of number and information technology. Whilst it is not compulsory for full-time 16 to 18 year-old students, it is strongly encouraged by the government. It is expected that full-time 16 to 18 year olds will study all three key skills. Students do not need to study at the same level for each of the three areas of the qualification: they should study at the level deemed most appropriate to their needs.

183 There are a number of qualification aims which relate to the key skills qualification, for example, computer literacy and information technology (CLAIT). The basic units for such qualifications should be offset against the entitlement where the 16 to 18 entitlement is being claimed. The list of duplicate key skills qualification aims is on the Council's website, linked to Circular 99/54. Institutions wishing to make amendments to the list should contact the funding team in the first instance.

184 The wider key skills, that is, working with others, improving own learning and performance and problem solving, can be provided to students as additional units, and the normal rules of additionality would apply.

185 Funding is available for students over 19 for schedule 2 key skills qualifications, and for all part time students aged 16 and over, including the QCA key skills qualification. These will be loadbanded. Further information is set out in paragraphs 283–284.

Audit evidence

186 To claim key skills as part of the entitlement for 16–18 year olds, institutions should retain evidence that the student started the programme while under 19 according to the definition as set out in paragraph 79, and is on a full-time course. Where this is the case, the institution may claim the enrichment element of the entitlement.

187 For students with learning difficulties and/or disabilities, the college should include as auditable evidence on the student's learning agreement assessment evidence detailing why the key skills qualification is inappropriate and what alternative activity will be provided. For all students, the college should retain auditable evidence that the student is within the targeted age range, is enrolled on and is expected to undertake a programme that includes the three elements set out above.

188 Institutions may not claim the enrichment element where the student is not also enrolled on and taking a key skills qualification.

Free-standing mathematics units

189 There are 12 free-standing mathematics units (FSMUs) at foundation, intermediate and advanced levels. Each unit is a national qualification in its own right, accredited by the QCA. The QCA has confirmed that these awards do not relate to the key skill in application of number. The awards were piloted in a number of institutions during 1998-99 and 1999-2000. For 2000-01, the FSMU may be provided as a loadbanded qualification.

General national vocational qualifications

190 From September 2000, the advanced GNVQ will be renamed the 'vocational A level'. There has as yet been no notification of any change to the title of GNVQs at intermediate and foundation level. In the event that these are also renamed, as soon as the QCA notifies the change, institutions will be informed of it.

191 The vocational A level may have one of several structures:

- as a three-unit award which is a stand-alone qualification and which may also be a subset of the 6-unit award
- as a 6-unit award which is a stand-alone qualification
- as a 12-unit award which is a stand-alone qualification.

Each award has compulsory units and these are common across the awards. The vocational A level will be available as a 3-unit award in four vocational areas from September 2000: business, engineering, health and social care and information technology. The vocational A level is usually delivered over two years.

192 The foundation GNVQ has three mandatory core units plus three optional units. The intermediate GNVQ has three mandatory core units plus three optional units. These are normally taken as a one-year full-time programme.

193 Revised part one GNVQ will be available at intermediate and foundation levels from September 2000 in seven vocational areas: art and design; business; engineering; health and social care; information technology; leisure and tourism and manufacturing.

National vocational qualifications

194 The TAC recommends the individual listing of national vocational qualifications (NVQs) where the data are robust. A list of NVQs individually listed for 2000-01 is included at annex B. The framework of NVQ delivery methods, the components for which glh may be counted for a student's learning programme and the number of on-programme units for each method of delivery is set out in Part C. 'Parts' or 'units' of NVQs are eligible for Council-funding as described in Circular 00/11 *Funding: New Arrangements for Adult Learners*.

Programmes at higher levels

195 In the context of limited funds available to the sector, the Council does not expect to fund further education qualifications for groups of higher education students. The funding provided by HEFCE for higher education students is intended to fund all of the student's programme. If, in order to gain their higher education qualification, a group of students require, for example, key skills or additional tuition in mathematics or sports coaching awards, the Council would normally expect this to be funded out of the resources provided by the HEFCE for the higher education programme.

Non-prescribed higher education courses

196 The Council may fund qualifications which fall outside the schedule of prescribed courses of higher education as defined in the *Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998*. Non-prescribed higher education qualifications are generally professional qualifications achieved by following courses on a part-time basis and accredited by a professional body. It does not include, for example, part-time certificates in higher education.

197 Whilst it will continue to fund those non-prescribed higher education courses in colleges already offering these awards since 1998 or earlier, the Council reiterates its advice that it does not expect to see growth in the level of non-prescribed higher education that it funds. This includes a growth in the number of programmes or a growth in student numbers. Higher education institutions and external institutions may not be funded by the Council for non-prescribed higher education.

Prescribed higher education courses

198 Until August 1999, a number of colleges provided prescribed higher education courses, as defined by the *Education (Prescribed Courses of Higher Education) (England) Regulations 1989*, which were funded by the Council. These programmes were previously funded by the colleges' local education authorities and the funds were subsequently transferred to the Council and included in the colleges' allocations for 1993-94. Prescribed higher education has been redefined by the *Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998*. This applies the definition of prescribed higher education previously used in Wales to England.

199 Responsibility for the funding of all prescribed higher education funded by the Council and of Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) in further education colleges and the associated funding transferred to the Higher Education Funding Council for England (HEFCE) from August 1999.

Resits

200 Many students' learning programmes are designed to enable them to resit GCE A and AS levels, GCSEs or other examinations.

201 Where a student fails to achieve a qualification in the expected time span and stays on for additional time to complete, this is not considered to be a resit.

Schedule 2

202 Section 3(1) of the 1992 Act placed a duty on the Council to secure provision for the population of England of adequate facilities for part-time education for persons above compulsory school age, and full-time education for persons of 19 or above: generally referred to as the duty of 'adequacy'. This education must be provided by means of a course falling within schedule 2 to the Act. A summary of the schedule 2 categories is shown in annex C.

Qualifications and Curriculum Authority

203 Under the *Education Act 1997*, the Qualifications and Curriculum Authority (QCA) has responsibility for regulating academic and vocational qualifications and for advising the secretary of state on the approval of qualifications for the purposes of public funding. The QCA has published its criteria for accrediting qualifications and has invited awarding bodies to submit qualifications for accreditation to an agreed schedule. QCA is responsible for advising the secretary of state regarding which vocational awards should be approved for public funding under schedule 2(a). Prior to the publication of lists of approved qualifications, schedule 2 determines eligibility for funding, and provision should normally meet the criteria under schedule 2. Details of the extension of eligibility for Council-funding for short courses for adults, non-schedule 2 courses and unitisation is available in Circular 00/11 *Funding: New Arrangements for Adult Learners*.

Schedule 2(a)

204 The DfEE define the criteria for schedule 2(a) and these criteria are applied to qualifications by the QCA. The DfEE has published the list of vocational courses approved by the secretary of state for education and employment for 2000-01. There are relatively few changes to the list which applied in 1999-2000, other than a slight reduction in the number of qualifications approved. Any qualifications removed from the list will not normally be eligible for funding from 1 August 2000 for any new enrolments. The Council is prepared to consider whether any qualifications no longer approved under schedule 2(a) may be approved for funding under another section of schedule 2. Institutions should not assume that such approval will be granted when planning provision for 2000-01 and are advised to seek guidance on

any specific courses before the start of the college year.

205 The Council updates the qualification database on a regular basis and will ensure that changes for 2000-01 are reflected before the start of the college year. Qualifications added to the list of approved vocational courses after 1 August 2000 will be eligible for Council-funding from the date of approval by the secretary of state.

206 The conditions under which the secretary of state considers approvals under schedule 2(a) are set out in Circular 99/10, paragraph 4.

Schedule 2(b)

207 This part of schedule 2 refers to GCSEs or GCE A/AS levels and the Council's criterion is that the course should lead to an examination by one of the GCE/GCSE examining boards. The International GCSE is not eligible for funding by the Council.

Schedule 2(c)

208 Schedule 2(c) refers to access to higher education courses and the Council's criterion is that a 2(c) qualification should be one approved by the secretary of state for education and employment. Schedule 2(c) is a published list of courses approved by the secretary of state. The approved list for 2000-01 is expected to be available shortly. QAA also provides an access courses database and a website dedicated to access issues (www.ucas.ac.uk/access/).

Schedule 2(d)

209 Courses under schedule 2(d) are those which prepare students for entry to courses in schedule 2(a) to (c). The two key criteria for eligibility are:

a.   the primary course objective is *direct* progression to a specific course or courses at paragraphs (a) to (c) or to a group of such courses; *and*

b.   the course includes external accreditation which entitles the student to progress to courses in schedule 2(a) to (c).

210 The Council expects institutions to ensure that students are aware of the opportunities for progression and the expectation that they should progress. Where a course is described as schedule 2(d), the Council expects that there should be:

- a clear statement of the intended learning outcomes needed for progression

- a brief statement of the assessment process
- the name of the external agency agreeing the assessments
- confirmation that external accreditation enables progression.

Audit evidence

211 Schedule 2(d) is one of the most difficult areas of schedule 2 to audit and monitor. Auditors are expected to monitor closely the patterns of progression from 2(d) to courses within schedule 2(a) to (c). The auditor must be able to see written evidence that the primary objective of 2(d) courses must be to prepare students for progression to a course within 2(a) to (c) and funded institutions should ensure that progression is a genuine objective of a 2(d) course. Publicity materials for such programmes and advice and guidance provided to students should stress the specific opportunities for progression which obtaining these qualifications provide.

212 External auditors are asked to scrutinise carefully schedule 2(d) arrangements that appear to be contrivances simply to secure funding units. Such as extending a programme leading to a qualification that is within schedule 2(d) to include work towards a lower level qualification or qualifications which would not of themselves fall within schedule 2(d).

213 Institutions are expected to be able to demonstrate that, over time, students do progress to further opportunities in schedule 2(a) to (c). Sufficient numbers of students need to progress for the course to be seen to be genuinely preparing for entry. Details of this will appear in the audit guidance. An institution will have measured its own patterns of progression to enable them to see, over time, what proportion of students progress from 2(d) courses to courses in 2(a) to (c).

214 There is no paper-based list of schedule 2(d) qualifications. Institutions should consider whether a course meets the Council's published criteria for schedule 2(d) and may seek further guidance from the Council where there are any doubts or where further advice is required.

215 Where courses are organised in a 'hierarchical ladder', of steps of a programme, it is only the level which enables direct progression to schedule 2(a) to

(c) that is eligible for Council-funding. Where there are a number of staged qualifications the final stage of each qualification should facilitate *direct* and immediate progression to a schedule 2(a) to (c) course.

216 The Council has agreed that the criteria for funding courses under schedule 2(d) of the 1992 Act will continue to shadow the DfEE's criteria for schedule 2(a). This includes recognition of awarding bodies for purposes of external accreditation of courses under the schedule. The awarding body must itself have a current entry on the schedule 2(a) list before any of its courses can be considered for eligibility as 2(d).

Open College Network accredited programmes

217 Accreditation through an Open College Network (OCN) does not affect the status of a course within schedule 2. Courses accredited by open college networks (OCNs) need to meet the same eligibility criteria as other courses considered by institutions to fall within schedule 2. For example, for an OCN-accredited programme to be eligible under schedule 2(d), the primary course objective must be progression to a course in schedule 2(a) to (c). Accreditation of such a course does not automatically mean that a course will be regarded as satisfying the schedule 2(d) criteria: the accreditation must specify that a student successfully completing the course would be able to undertake a course within schedule 2(a) to (c). It is the case that the achievement of some OCN credits do not enable a student to progress to a course within 2(a) to (c) and in these circumstances, the programme will not be regarded as meeting the criteria for schedule 2(d).

218 OCNs themselves do not identify whether a programme falls inside or outside schedule 2. For programmes to be eligible for Council-funding, the institution needs to decide whether the award fits within schedule 2 or falls outside, and it may seek confirmation of eligibility from the Council in coming to a decision.

219 From 1999-2000, the Council has confirmed with the National Open College Network (NOCN) revised arrangements for schedule 2(d) programmes accredited by all licensed local open college networks (OCNs). Programmes that meet the criteria for other parts of schedule 2 are not affected

by this new arrangement, which remains in place for 2000-01. The calculation of units for this type of provision is set out in paragraph 295.

Schedule 2(e)

220 These are courses providing students with basic literacy skills. To be eligible for Council-funding it is not necessary for these courses to be accredited by a recognised awarding body (see Part C, Achievement paras 351–533). Students can work towards a particular qualification such as the City and Guilds Wordpower certificate (foundation level and stage 1), or they may study on a non-accredited programme. Short basic skills courses may be eligible for funding outside schedule 2(e) under the arrangements for short courses.

Schedule 2(f)

221 These are courses which teach English to students where English is not the language spoken at home (English for speakers of other languages, ESOL). To be eligible for Council-funding it is not necessary for these courses to be accredited by a recognised awarding body. Students can work towards a particular qualification such as the Pitmans Qualifications certificates in ESOL, at basic, elementary and intermediate levels or they may study on a non-accredited programme. Short basic skills courses may be eligible for funding outside schedule 2(f) under the arrangements for short courses set out below. The tariff for these courses is at annex A.

Schedule 2(g)

222 These are courses providing students with education in the basic principles in mathematics. To be eligible for Council-funding it is not necessary for these courses to be accredited by a recognised awarding body. Students may work towards a particular qualification, such as the City and Guilds Numberpower certificate foundation and stage 1, or they may study on a non-accredited programme. Short basic skills courses may be eligible for funding outside schedule 2(g) under the arrangements for short courses set out below. The tariff for these courses is at Part C paragraph 295.

Schedule 2(h)

223 These are courses in proficiency in Welsh which are the responsibility of the FEFC for Wales.

Schedule 2(j)

224 These are courses in independent living and communication courses for students with learning difficulties which prepare them for courses listed at paragraphs 2(d) to (g). There is no paper-based list of such courses and the Council's criteria should be applied:

a.   the primary course objective is progression to a course which prepares students for entry to a course listed in sections (d) to (g); and

b.   the course includes college accreditation which enables the student to progress to courses (d) to (g); or

c.   evidence of students' progression to courses at paragraphs (d) to (g) can be provided to the Council.

It is not a condition of funding that external accreditation should apply to schedule 2(j) courses.

225 For a course to fall within schedule 2(j), a main objective of the course must be preparation for entry to a course within schedule 2(d) to (g). This is set out in some detail in *Duties and Powers* (published by the Council in October 1996, see pages 29 and 30 and also pages 31 and 32 on associated issues) including that other public bodies have extensive duties to provide courses in independent living and communication skills, which may not necessarily lead directly into provision elsewhere in schedule 2.

Entry level

226 Entry level qualifications accredited by the QCA have been available for use in institutions since September 1998, although these do not yet constitute part of any list of qualifications approved for the purposes of public funding. Prior to the publication of lists of qualifications accredited by QCA and approved by the secretary of state for entry level, schedule 2 determines the eligibility of provision for those aged 19 or over on part-time and full-time courses and for those aged 16 to 18 on part-time courses.

Part C: Tariff 2000-01

Introduction

227 The tariff enables each institution to determine the total number of funding units that may be earned for each student enrolled at the institution. The categories of provision included in the tariff are:

- entry element
- on-programme element
- achievement element
- tuition fee remission
- additional support
- widening participation.

228 Childcare units and the associated funding will be removed from the tariff for 2000-01 and distributed through a consolidated student support fund.

Entry element

229 The entry element is defined as: 'all activities leading to the enrolment of a student on a learning programme.'

Institutions are entitled to 0.5 units for:

- short programmes of less than 2 basic on-programme units.

Institutions are entitled to 2 units for:

- short programmes of 2 or more and fewer than 3.8 basic on-programme units.

Institutions are entitled to 4 units for:

- 3.8 or more and 10 or fewer basic on-programme units. Any adult basic education or ESOL programme of 2 or more basic on-programme units and non-schedule 2 projects.

Institutions are entitled to 8 units for:

- learning programmes of more than 10 basic on-programme units and any adult basic education or ESOL programme of 3.8 or more basic onprogramme units and non-schedule 2 projects.

230 To qualify for funding units, each student must either be enrolled and considered not to have withdrawn from their learning programme on the first census date following the start of their learning programme or have started and completed their learning programme between two census dates.

231 Each student will attract a single entry element for a single learning programme including programmes that last more than one year. Where, for example, a student is on a two-year programme, the entry element may only be claimed once. It may not be claimed at the beginning of the second or any subsequent year of study planned in the student's learning agreement. This does not apply to students on 3-hour taster courses.

232 A student who completes a qualification and re-enrols in the same 12-month period to take another qualification should have their learning programme revised. No additional entry units should be claimed. Institutions may claim a maximum of 8 entry units for each student in any 12-month period.

233 Institutions should check when completing the learning agreement whether the student is enrolled at another institution. In this case, the enrolling institution should request a copy of the learning agreement and retain this as audit evidence.

234 As part of the entry process students should be advised that if they are enrolling on courses leading to qualifications eligible under schedule 2(a), 2(b), 2(c) or 2(d) of the *Further and Higher Education Act 1992*, they will be expected to enter/register for the examination or equivalent at the appropriate time.

235 To claim entry units, it will not be necessary for all the initial assessment and guidance activities to take place within the first few days of a student's arrival in an institution. Institutions will be able to support their claims for entry units with evidence of assessment activities that have been extended to give students greater opportunity to identify the most appropriate programmes. Further assessment and guidance activities are considered a normal part of a student's programme and are reflected in the value of on-programme units. Entry units should not be claimed where a student has no real choice in the programme followed, for example, where an employer determines the course of study.

236 The additional costs of specialist assessments of students with learning difficulties and/or disabilities should be included in the additional support costs form (see paragraphs 339–340 and annex D).

Audit evidence

237 The audit evidence which an institution should retain in support of a claim for entry units shall be a

learning agreement signed on behalf of the institution and by the student. All students funded by the Council should have a learning agreement. The agreement should include the following key details of the student's planned learning programme:

- the student's name and address

- where provision for the student is franchised to another organisation, the name of the franchisee

- the primary learning goal

- the number of glh planned in each year of the programme (both for individually listed qualifications and for programmes which fall in the loadbands)

- the average glh a week planned for the programme

  the number of tri-annual periods in which it is planned to complete the programme

- a summary of any additional support to be provided to the student

- where relevant, a statement that the student falls within the Council's tuition fee remission policy and that the institution has agreed to remit 100% of the tuition fee that would otherwise be charged to the student (see paragraphs 309–319)

- evidence of the assessment and guidance process by which the learning agreement was reached.

238 The evidence of the assessment and guidance process which the Council will accept as satisfactory is set out in Circular 94/16, *Recurrent Funding Methodology: Audit Evidence for Entry Units* as modified by Circular 94/23, *Modified Audit Evidence for Entry Units in 1994-95*. In summary, institutions should provide confirmation that the following four broad areas have been covered, albeit with the appropriate emphases for different types of student:

- implications of the choice of learning programme

- the entry requirements of the learning programme

- an assessment of the suitability of the learning programme

- support for the student.

239 In addition the evidence should include:

- a brief description of the nature of the procedures and when they occurred

- the signature of the appropriate members of staff and the student to confirm that the procedures have been carried out; where the procedures or reference to the procedures are included in the learning agreement the signature at the end of the agreement by or on behalf of the student will be sufficient.

240 The Council recognises that different procedures and different emphases will be appropriate to different types of student, but evidence will be required of the process used for each student for whom an institution wishes to claim entry units. It is for each institution to decide what procedures to carry out, but any institution that chooses not to carry out any procedures at all will not be able to claim entry units.

241 Institutions will wish to give particular attention to ensuring that there is appropriate evidence of assessment and guidance for short courses. Institutions may wish to consider including information on their assessment and guidance procedures in their prospectus, so that students could be made aware of the matters to be considered when they enrol at the institution.

242 For distance learning, institutions should be able to demonstrate that each learner has received impartial advice and guidance and had access to initial assessment. In order to claim entry units, institutions must be able to demonstrate that individual assessment and guidance has taken place. This should include assessment that the course is suitable to meet the learner's needs and includes the assessment of the suitability of this method of learning for the learner. A claim for entry units is unlikely to be met where an institution uses mass marketing techniques that are not supported by subsequent individual assessment and impartial guidance takes place.

243 There will be no evaluation of the assessment and guidance process by the external auditors. The quality of each institution's initial entry and guidance procedures will be a matter to be considered by the Council's inspectorate as part of its planned inspection cycle.

On-programme element

244 The on-programme element is defined as:

all activities of learning and accreditation of achievement, including assessment, general and specific student support services, and enrichment activities.

245 It includes the following activities:

- induction
- the type of learning programme including the pattern of attendance
- specific additional support provided to students with learning difficulties and/or disabilities
- the accreditation of prior learning
- assessment
- guidance and counselling throughout the programme up to the point of the student's departure from the institution
- student support services
- programme review; and
- establishing the ethos of the institution.

Value of units for on-programme

246 The value of on-programme units available for all qualifications has two components:

- a value of basic on-programme units
- a cost weighting factor.

247 The value of basic on-programme units is intended to represent the volume of on-programme activities required to deliver a qualification to the point of completion. The cost weighting factor is intended to reflect the relative intrinsic costs of programmes including staffing, consumables, space occupancy costs, capital equipment and building costs.

248 On the recommendation of the TAC and after consultation, the Council has assigned a cost weighting factor to each qualification. There are five cost weighting factors, shown in table 2.

Table 2. Cost weighting factors

Cost weighting factor	*Value*
A	1.0
B	1.2
C	1.5
D	2.0
E	2.2

249 To obtain the value of on-programme units available for a given qualification, an institution should identify the cost weighting factor assigned to the qualification in question and multiply the cost weighting factor by the basic on-programme units to obtain the tariff for the qualification.

250 Qualifications are listed in the tariff in two ways:

- individually listed qualifications
- qualifications in loadbands.

251 Where a qualification is completed in fewer tri-annual periods than expected, the full value of units for the qualification may be claimed, subject to the effect of the taper. The basic on-programme units expected to be generated in periods after the actual end period are all added to the last period's total. This total is subject to the taper.

Individually-listed qualifications

252 The tariff values for individually-listed qualifications for 2000-01 and their values of on-programme units are set out in annex A. The values of units listed in the annex exclude tuition fee remission and exclude additional support. Additional units may be earned for these aspects of provision as set out below.

253 The values of units for individually listed qualifications are available for a student who has completed a qualification irrespective of the time actually taken, subject to the Council's guidance on workbased learning. For example, while a BTEC National Diploma normally takes two years to complete, the full value of units listed is available even if the qualification is completed in 18 months or a year. This is intended to provide an incentive to institutions to find ways to deliver their programmes more cost-effectively. Conversely, where a qualification takes longer than 'normal' an institution may not claim more on-programme units than the value listed. In situations where a qualification has more than one individually listed value, for example GCEs and some NVQs, institutions should claim the most appropriate value. For distance learning, see paragraphs 285–291.

254 To calculate the value of units that may be claimed for each tri-annual period for individually listed qualifications, the value of units listed in the tariff to complete the qualification should be divided by the planned number of periods to complete the qualification.

Loadbands

255 The values of on-programme units which are available for all qualifications not individually listed in the tariff may be determined by assigning the qualification in question to a loadband based on the glh for the qualification. In the previous loadband method the BOPUs were based on the total student programme. In the revised method, each qualification is considered separately.

256 The values of on-programme units available for the loadbands in 2000-01 are set out in annex A. Institutions are reminded that many NVQs remain in the loadbands.

257 To determine the value of units available in a given year for a particular qualification which is not individually listed, the institution should:

- determine the total expected glh for the qualification. This is the number of hours initially planned for delivery of the qualification, as identified in the student's learning agreement (see paragraphs 237 and 244)

- determine which band the glh for the qualification fall into. Each band covers 30 glh, except for the initial bands which are narrower, as shown in table 3

- determine the mid-point glh of the band. For example, the mid-point of the band 120–149 glh is 134.5 glh

- calculate the basic on-programme units from the mid-point glh, using a ratio of 84 basic on-programme units ÷ 663 glh (where 663 glh represent the average glh for a full-time student based on data for 1997-98)

- the resultant basic on-programme units are for the whole qualification

- resultant values of funded units such as on-programme units, fee remission and so on are calculated from basic on-programme units in the same way as for individually listed qualifications.

258 For example, a qualification has 296 planned glh identified in the student's learning agreement. This falls in the band 270–299 glh. The mid-point of the band is 284.5 glh. The total basic on-programme units for the qualification are therefore: 284.5 x 84 ÷ 663 = 36.1 basic on-programme units.

259 Institutions should note that the funding taper

applies to both loadbanded and individually listed qualifications. A comparison of the previous and revised loadbands is shown in table 4. A list of loadbands is shown in annex A.

Table 3. glh ranges for loadbands

Range	*Band width*
9–19	11
20–29	10
30–39	10
40–49	10
50–59	10
60–89	30
90–119	30
120–149	30

Table 4. Examples of the previous and revised loadbands

glh	*Previous basic on-programme units (BOPU)*	*Revised basic on-programme units (BOPU)*	*Variation*
9 to 19 glh	2.0	2.0	0.0
20 to 29 glh	3.8	3.1	-0.7
30 to 39 glh	3.8	4.4	0.6
40 to 49 glh	3.8	5.6	1.8
50 to 59 glh	3.8	6.9	3.1
60 to 89 glh	10.0	9.4	-0.6
90 to 119 glh	10.0	13.2	3.2
120 to 149 glh	18.4	17.0	-1.4
150 to 179 glh	18.4	20.8	2.4
180 to 209 glh	18.4	24.6	6.2
210 to 239 glh	30.2	28.4	-1.8
240 to 269 glh	30.2	32.2	2.0
…			
360 to 389 glh	43.6	47.4	3.8
390 to 419 glh	43.6	51.2	7.6
420 to 449 glh	43.6	55.0	11.4
450 to 479 glh	84.0	72.0	-12.0*
480 to 509 glh	84.0	72.0	-12.0*
510 to 539 glh	84.0	72.0	-12.0*
…			
660 to 689 glh	84.0	85.5	1.5
…			
750 to 779 glh	84.0	96.9	12.9

* large numbers of adult students study full time with programmes of 450 glh and over. The Council is to extend the listing of qualifications to include full-time (that is, with 450 glh or more) students studying qualifications that automatically qualify for fee remission. This is for adult basic education, ESOL and independent living. Hence, these qualifications will be removed from the loadbands and generate 84 basic on-programme units, provided 450 glh take place

Additionality

260 Where an institution wishes to claim units for an additional qualification it should do so only where the glh are additional to those spent on the main qualification without any reduction in the glh for the main qualification. For example, an institution may not claim funding units for an induction programme which has been separately accredited, as the basic on-programme units for the main qualification already contain an element for induction. The Council requires institutions to claim funding units with integrity by considering the following:

- students are normally expected to undertake only one programme of full-time study in any 12-month period

• learning taking place in the workplace must be clearly separate from normal working time.

261 Where an institution enters into any type of partnership arrangement with another organisation or an employer to deliver education and training, it must be able to demonstrate that this is over and above the education and training which has previously been provided. Council-funding should not displace other funding, including those provided by other statutory organisation. It is not expected that Council-funding will be claimed for courses, qualifications or activities which have existed previously and there is no demonstrable added value from public funding.

262 Where an institution changes particular partnership arrangements with the same partner, then a value-for-money study should be undertaken to ensure that the changed arrangements do not result in additional cost to the public purse unless commensurate added value can be demonstrated. Arrangements to secure value for money should be considered by an institution's auditors when planning their work.

263 Institutions are expected to determine whether planned provision meets the Council's expectations of additionality before entering the student's programme details on the ISR.

Audit evidence

264 The audit evidence which an institution should retain in support of a claim for on-programme units shall be:

• evidence that the student for whom the units are being claimed was undertaking the planned learning programme in the tri-annual period in question

• where relevant, robust evidence of the process leading to the accreditation of prior experience and learning, for example, a log of student contact and activity.

Partially-funded students including ESF

265 Institutions may claim units for partially funded students in proportion to the implied rate of Council-funding for them.

Type of student	Proportion of Council-funding
ESF	0.55

266 To calculate the number of units to be claimed for an ESF student, institutions should multiply the total units available for the programme in question by the appropriate proportion listed above. For example, where an ESF student achieves a programme for which the available units are 100, the institution may claim 0.55 x 100 = 55 units.

267 Where an institution receives ESF grant support at a rate other than 45%, the proportion at which institutions may claim units from the Council will be one minus the grant rate expressed as a decimal. For example, if the ESF grant rate is 50%, the Council-funded rate will equal $1 - 0.5 = 0.5$.

268 No funding units may be claimed for students who are considered to be fully funded from sources other than the Council. This includes cases where a student is partly supported by ESF funding and partly by funding being provided by, for example, a TEC.

Types of Programme

General national vocational qualifications

269 General national vocational qualifications (GNVQs) were introduced mainly as full-time programmes and the values of units in the tariff reflect this. Some GNVQs, however, are part-time, often for people in employment. There is insufficient evidence to enable a tariff value to be given for this work-based route. Institutions should therefore assign part-time (that is, fewer than 150 glh per period) GNVQs and the new three unit vocational A level to the appropriate loadband.

National vocational qualifications

270 A list of individually listed national vocational qualifications (NVQs) is included at annex B. All other NVQs will remain in the loadbands. The framework of NVQ delivery methods is set out in table 5. Table 5 also sets out the components for which glh may be counted for a student's learning programme and the number of basic units for each method of delivery. Tariff values are reduced by one-third for dedicated provision for an employer paragraphs 305–308.

Table 5. Framework of NVQ delivery methods

Component	1 Institution 1 solely / Entirely at institution		2 Institution and employer jointly / Mainly at workplace (partly at institution)		3 Institution and employer jointly / Entirely at workplace	
	Provider	**glh**	**Provider**	**glh**	**Provider**	**glh**
Skills training (on-the-job)	Institution	✓	Employer	X	Employer	X
Underpinning knowledge and understanding (off the job)	Institution	✓	Institution (at workplace or institution)	✓	Employer	X
Support and assessment	Institution	✓	Institution	✓	Institution	✓
Basic on-programme units	84.0		30.2		18.4	

271 In selecting the value of units to be claimed for an individually listed NVQ, institutions should consider the following matters:

- which of the three components are delivered by the institution

- the number of glh

- the length of time over which the programme is delivered

- any overlap in content with any other NVQ or other qualification which is part of the student's programme of study

- for work-based training, institutions must be able to demonstrate the delivery of actual glh as distinct from work-related supervision

- for franchised provision, the institution must be able to demonstrate effective control as to satisfy the control criteria set out in Circular 96/06

- institutions are expected to provide NVQs according to their current pattern. If an institution is introducing an NVQ for the first time, to establish the appropriate value for their client group, it should seek the advice of the awarding body and/or other institutions with experience of offering the qualification. Institutions should note the following:

- 84 basic on-programme units or equivalent should only be claimed where a student is following a full-time qualification in a 12-month period which is delivered in three tri-annual periods each of no fewer than 150 glh

- where a student is in full-time employment the values of 30.2 basic on-programme units may be claimed, depending on the nature of the programme; 84 basic on-programme units may not be claimed

- students are normally expected to undertake only one full-time NVQ programme in a 12-month period

- where a learning programme consists of two or more NVQs in the same subject area, institutions should consider any overlap in content when determining the value to be claimed for the second and any subsequent NVQ

- where support and assessment are provided by an institution, for example to employees, the provision will be eligible for funding if a

significant level of support is provided for the programme as a whole together with assessment. Assessment alone is ineligible for Council-funding

– Council-funding should not be claimed for students on NVQ programmes who are not registered with an awarding body

– institutions should note that where NVQ 'D' units 32 to 36 are claimed as separate qualifications as part of a learning programme designed to train an individual as an assessor or verifier, the student should have an expert knowledge of his or her subject area before commencing the 'D' units. For example, combining 'D' units with diving qualifications below instructor level would be considered a device to inappropriately attract Council-funds.

272 Where programmes are extended by adding GNVQ/NVQ units, different values of units are available for the additional item. The values of units for extending programmes are as follows:

Additional qualification units	*Additional on-programme extension units*
GNVQ and NVQ extension units	3.8

273 Where additional GNVQ or NVQ units are added to a programme of at least 16 basic on-programme units per period (48 basic on-programme units a year), a maximum of 3 individual units should be claimed in any one year. If an institution wishes to offer more than 3 additional units, all the additional units should be loadbanded.

GCE A/AS levels

274 Different rates of units are available for the GCE A level and AS level, depending on the mode of study, for example, whether the programme is delivered part-time and in the evenings only. With the exception of general studies (see paragraph 275) A levels studied during the day generate 48 basic on-programme units; those studied in the

evening generate 24 basic on-programme units. AS levels studied during the day generate 24 basic on-programme units; those studied in the evening generate 12 basic on-programme units. Where an AS level is extended to a full A level by studying an A2, then 24 further basic on-programme units are available for an A2 studied during the day; 12 basic on-programme units for the A2 studied in the evening.

275 Institutions should note that the value of units for GCE A level general studies is 24 basic on-programme units for the whole qualification (12 units for the AS level general studies); and 24 units for the A level when delivered part-time and evening only (12 units for the AS level). Data for this programme according to the different modes of attendance support this level of funding.

GCSE (short-course) qualifications

276 These qualifications were introduced from September 1996. They are intended to take half the time allotted to a conventional GCSE programme. GCSE (short-course) qualifications are therefore individually listed at half the tariff value of a conventional GCSE programme.

Resits

277 Many students' learning programmes are designed to enable them to resit GCE A and AS levels, GCSEs or other examinations. Such resits may be taken at the November session, that is, a few months after the student's first attempt at the examination, or at the next summer session, or after a longer period of time.

278 Where students fail to achieve their qualifications and stay on in the same institution to resit the examinations, the institution may claim the on-programme units available for resits. The advice and guidance provided for such students should examine whether taking a resit is the most appropriate choice for that individual.

279 Where a student achieves the qualification aim and stays on to resit the examination in order to improve the level of the achievement, the institution may not claim any achievement units above those earned when the student first achieved the qualification. Where a student fails to achieve a qualification in the expected time span and stays on for additional time to complete, this is not considered to be a resit.

280 For qualifications for which an institution claims resit units or where a student needs to resit part of a qualification, the institution should claim the units applicable to the appropriate loadband.

Examination exemptions

281 An institution may not claim any on-programme units for any part of a programme from which a student is exempted by virtue of qualifications previously achieved before embarking on the programme in question. For example, where a qualification is considered to provide the underpinning knowledge which can contribute to the achievement of an NVQ.

Access to higher education

282 Access to higher education qualifications approved by the secretary of state under schedule 2(c) which are followed for at least 150 glh per tri-annual period over a 12-month period have been listed at 84 basic on-programme units. All other approved access to higher education qualifications remain in the loadbands.

Key skills

283 Funding is available for students over 19 and those aged 16 and over on part-time programmes for schedule 2 key skills qualifications, including the QCA key skills qualification. These are loadbanded. The cost weighting factors for the individual units that are separately listed on schedule 2(a) correspond to those for other courses in the same programme areas. Adult students are not, however, entitled to receive extra units for the tutorial and enrichment package.

284 For 16 to 18 year-old full-time students there is no cost weighting factor applied to the QCA key skills qualification, or any equivalent qualifications, provided within the 48 funding units for their entitlement package.

Distance learning other than UfI

285 In order to claim funding for the glh delivered in distance learning, it is expected that there will be evidence of the level of active learner support provided to each individual learner. This should normally be a minimum of 10% of the class contact time the student would expect to receive in a traditional classroom-based situation for the same course.

286 Where the number of face-to-face glh, delivered either individually, or in a group is more than the number of enhanced distance glh for the course, then the course should not be considered to be distance learning and the normal tariff should apply. For example, courses delivered primarily or wholly by video conference to a number of centres simultaneously should be considered to be traditional delivery and not distance learning and the normal tariff for the course will apply.

287 The Council announced an interim tariff for distance learning in *Council News* 54 published in July 1999. This was confirmed in *Technical Discussion Document* 22. This superseded the tariff announced in Circular 99/01 *Tariff 1999-2000* which required an institution to be able to demonstrate that a minimum of 9 glh had been delivered to each learner. The interim tariff is allowing evidence to be gathered on the most appropriate level of funding for this particular way of learning. Please note that all qualifications delivered by distance learning, other than UfI courses, are returned to the loadbands.

288 The interim tariff for distance learning (*Technical Discussion Document* 22) allows institutions to claim enhanced glh provided to the individual student to compensate for the resource intensive nature of distance learning. The funding program applies a multiplier of 14 to the actual glh. Distance learning programmes providing less than 40 minutes of actual tutor support are not eligible for Council funding. The range is from 40 minutes distance learning glh as the equivalent of 9 glh, up to a maximum of 14 distance learning glh. Institutions wishing to provide programmes with more than 14 distance glh should contact the Council on 024 7686 3205. The multiplier of 14 in the interim tariff will be retained to support distance learning during 2000-01.

289 The Council wishes colleges to develop opportunities for students on distance learning courses to participate in group activities. Tutor and peer support appear to be key factors in raising achievement levels in distance learning. As this is the case, institutions may use the formula described above for both one-to-one and for group contact. The requirement to divide the actual glh by the number in the group before applying the enhanced multiplying factor of 14 is removed. This will be reviewed for 2001-02.

290 The value of on-programme units claimed for distance learning courses using the interim tariff should not be more than would be generated by the same course if it had been delivered by traditional means. The tariff unit values for distance learning are shown in table 6.

Table 6. Tariff unit values for distance learning

Actual glh	Extended glh	Entry units	BOPU
40 minutes–1 hour	9–14	2	2.0
2 hours	28	2	3.1
3 hours	42	4	5.6
4 hours	56	4	6.9
5 hours	70	4	9.4
6 hours	84	4	9.4
7 hours	98	8	13.2
8 hours	112	8	13.2
up to 14 maximum	196	8	24.6

291 The tariff for the new 3 or 6 guided learning hour courses are not subject to the distance learning tariff as it is expected that they will be delivered either face-to-face or in delivery centres.

Open learning

292 For qualifications delivered by open learning, the tariff for the qualification will be either loadbanded or individually listed. The tariff for distance learning should not be used.

293 Institutions should be realistic in the length of time assigned to a particular qualification delivered by open learning. For a qualification which is normally delivered in 120 glh in a traditional setting, the institution should not seek to require students to adopt an unreasonable attendance pattern which they are unlikely to achieve, and which does not necessarily meet their individual needs. For example, it may not be reasonable to require all students to adopt the same attendance pattern and their pattern of attendance should reflect their needs and ability to attend.

294 The Council intends to monitor the claim for units for 1999-2000 to identify institutions where poor achievement rates appear to be a feature and will seek further explanation including information about the pattern of attendance.

University for Industry

295 The Council has worked closely with the UfI to agree the value of UfI learning packages to be made available to its 'learndirect' centres. The values are based on the interim tariff for distance learning. An expert panel has been convened by the Council to identify indicative values for UfI learning packages as they are produced. The values of the packages so far produced are attached at annex F. Information on the tariff value for subsequent packages will be provided on the Council's website as they emerge.

296 In order to inform further development of the tariff for UfI, institutions are requested to enter the glh delivered to the student in fields Q15 and Q37 of the ISR.

Online learning

297 Courses delivered by online learning whether at a distance or in a centre will attract cost weighting factor B. A number of institutions have suggested that where provision is delivered by online distance learning, technician support for computer hardware or software should be claimed where it can be shown that this relates to an individual student and is related specifically to the achievement of the student's primary learning goal. At this stage, the Council has insufficient evidence

to support this and will regard technician support as part of the infrastructure costs of the institution. The Council is seeking further evidence on this so that it may review this advice after 2001.

Open College Network

298 *Technical Discussion Document* 23 was provided to institutions in September 1999. It sets out the open college credit achievement units to be used for schedule 2(d) programmes only. Table 7 identifies the credit achievement target for each loadband at each level of achievement.

Table 7. OCN credit achievement target

Level	*glh*					
	9–59	60–119	120–209	210–329	330–449	450+
			Number of credits			
Entry	1	2	4	7	11	15
One	1	2	4	7	11	15
Two	1	3	5	8	13	16
Three	1	3	6	10	13	20

Short courses of 3 and 6 glh

299 The tariff for the short course arrangements is set out in annex A. These are individually-listed courses.

Accreditation of prior experience and learning

300 This is a process where the student is given exemption from particular elements of a programme because of prior knowledge and experience. For an individually listed qualification, the full value of on-programme units may be claimed when the programme is delivered wholly or partly by the accreditation of prior experience and learning (APL) subject to a minimum threshold of 9 glh. For a qualification that is not individually listed, the value of units claimed for APL should be the value for the loadband into which the qualification falls. Provision in the workplace is not expected to exceed 329 glh a year. It would be unusual to gain a whole qualification by APL and it is expected that some guided learning would be required. Where institutions are carrying out assessment of, for example, employees leading to the award of an NVQ after little or no guided learning input, this would not be eligible for funding.

Audit evidence

301 It is expected that this is a substantial process and that there should be robust evidence of the process leading to APL, including a record, or log, of individual student activity.

Tuition fees

302 The tariff assumes approximately 25% of the notional full cost of a course should be met from fees. This was an extension of the assumptions pre-incorporation when the Council of Local Education Authorities (CLEA) recommended fee rates. In the case of dedicated employer-based provision the Council changed this assumption to 50% from 1998-99 onwards. Fee remission is granted to 16–18 year-old full-time students and students who meet specified criteria.

303 At present, whilst institutions are free to set their own tuition fees for most types of provision, for employer-led provision, there is a recommended tuition fee rate. Since 1999-2000, the secretary of state has included a target for income from employers and included that sum in the baseline for allocations. The contribution was £35 million in 1999-2000, rising to £60 million in 2000-01.

304 Institutions are recommended to charge a minimum 25% fee per employed student and they are encouraged to set income targets to increase their income from employers. This was first set out

in *Council News* 53, and Circular 99/09 and Circular 99/37, *Franchising and Fees*. The tuition fee rates for 2000-01 are calculated by multiplying the number of funding units which would have been available for remittance by the minimum ALF for colleges (£17.00). Some examples are shown in table 8.

Table 8. Tuition fees

Basic on-programme units	Fee remission units	Minimum tuition fee recommended
10.0	4.0	£68
24.0	9.6	£153
58.9	23.5	£399
84.0	33.6	£571

Employer contribution to fees

305 The secretary of state has asked the Council to put in place arrangements for securing additional contributions from employers. There is a reduction by one-third of tariff units for dedicated provision for employers, which applies to eligible provision delivered either by an institution, an independent training provider or an employer, normally on an employer's premises where that provision is made for that employer's staff. The employer may be from the private, public or voluntary sector.

306 Institutions should note that where dedicated employer provision is delivered through franchise arrangements, funding will be discounted by one-third in accordance with the Council's decision on franchising and by a further third in line with the established position on the funding of dedicated employer provision. Funding units associated with dedicated employer provision delivered through franchising should therefore be multiplied by a discounting factor of approximately 0.45 (that is, 0.67 multiplied by 0.67), other than where students qualify for exemption by virtue of attracting a widening participation uplift. In this case, only the one-third discount (a single multiplier of 0.67) for dedicated employer provision would apply.

307 The reduction in the tariff does not apply in the following circumstances:
- for provision which is advertised as open to the general public and advertised and

run in such circumstances that the public could reasonably be expected to attend
- for normal day-release provision or equivalent on college premises
- where the programme includes staff of more than one employer being taught at the same time providing each employer has confirmed that members of the general public may attend
- for ABE or ESOL provision made in the workplace.

308 It is not envisaged that this will affect small employers as their staff more commonly attend provision open to the public. The Department of Trade and Industry define a small firm as having fewer than 50 employees and an annual turnover of less than £8 million.

Fee remission

309 The Council's funding methodology makes the assumption that all students, other than those aged 16–18 in full-time education, are charged a tuition fee as a contribution to the costs of their programme. The Council, however, is prepared to compensate institutions that remit 100% of the tuition fee for certain groups of people on low incomes:
- unemployed people in receipt of jobseekers' allowance (JSA)
- those in receipt of a means-tested state benefit
- the unwaged dependants (as defined by the Benefits Agency) of those listed above
- those taking programmes where the primary learning goal is adult basic education or English for speakers of other languages
- asylum seekers in receipt of the equivalent of a means-tested benefit, and their dependants
- disadvantaged adults participating in Council-funded non schedule 2 projects.

310 Where an institution remits 100% of the tuition fee for the above categories of people, it may claim tariff units to the values set out in annex A.

311 The method of calculating fee remission units up to the end of the 1999-2000 college year has been such that no student can receive more than 33.3 funding units in a year. It is consistent with the

principles underlying the introduction of curriculum 2000 that fee remission should be proportional to the size of the programme in the same way as other elements of funding. Therefore there is no cap on fee remission units for 2000-01.

312 The tuition fee remission units for individually-listed qualifications are the values available for the whole programme to completion. Where an individually listed qualification is accelerated so that a higher number of on-programme units than normal can be claimed for each period, the same approach may be applied to tuition fee remission units.

313 Tuition fee remission units should be claimed by tri-annual period. A student in receipt of an eligible benefit on enrolment must be deemed to be in receipt of that benefit during the tri-annual period for which the institution is claiming tuition fee remission units. For this purpose, the student must be in receipt of an eligible benefit on the relevant census date or for the duration of their programme if it starts and finishes between two census dates.

314 The secretary of state requires that no tuition fees be charged to students aged 16 to 18 in full-time education. Such students should be regarded, for funding purposes, as receiving 100% tuition fee remission and institutions should claim the appropriate value of additional units for them.

315 The Council has received advice from the DfEE that 'no fee should be charged to students aged 16 to 18 in full-time education for instrumental tuition which is part of the syllabus for a prescribed public examination', which includes GCE A and AS level and GCSE examinations in music.

316 Where a student's primary learning goal is an adult basic education (ABE) or ESOL qualification and the student wishes to undertake an additional qualification which is not ABE or ESOL, tuition fee remission units may not be claimed for the additional qualification unless the student is either in receipt of, or is an unwaged dependant of someone who is in receipt of, a job-seekers' allowance (JSA) or a means-tested state benefit, recognised by the Council for funding purposes.

317 Where literacy or numeracy support is provided in addition to a main programme of study with a primary learning goal which is not a qualification or set of objectives for basic literacy in English, the basic principles of mathematics, or to improve the knowledge of English for those for whom English is not the language spoken at home, any tuition fee remission is determined by the main programme of study and the student's benefit status as defined for funding purposes. In such cases, the student would not qualify for tuition fee remission under the Council's ABE or ESOL category.

318 Where a student aged 16 to 18 is following a full-time programme at an institution, it is not expected that the institution will charge that student for any additional eligible study at the same institution. The student's learning agreement should include all the qualifications connected with the student's programme of study at the institution. Where a student aged 16 to 18 is attending school or college on a full-time basis, he or she may be charged a fee for any part-time enrolment at another Council-funded institution.

319 The Council's tuition fee remission policy and the secretary of state's requirement in respect of 16–18 year-olds in full-time education apply only to tuition fees. They do not apply to registration or examination fees and charges for materials, which are a matter for each college and local education authority. Colleges are advised to consider the reasonableness of such fees and charges which may prove a barrier to student enrolment. The Council considers that it is essential that students have access to clear and full information on the costs of courses before enrolment.

Family credit and working families tax credit

320 Family credit was a means tested benefit available until April 2000. From 3 April 2000, family fredit was replaced by working families tax credit (WFTC). Disability working allowance was also replaced by a similar tax credit. The Council received guidance from the secretary of state on the treatment of WFTC for the purposes of calculating entitlement to fee remission. WFTC covers a greater income ratio than family credit and only some students in receipt of WFTC will qualify for fee remission in full.

321 Students claiming full fee remission based on WFTC should be asked to produce an 'award notice'. This document will give the date the award started, the number of weeks it is for, how it is to be paid and the name of the recipient. The award notice will also state how much, if anything has been deducted from the maximum credit. If nothing, or

less than £70.00 is deducted then the student and their partner are entitled to full fee remission. If the award notice is lost, they should be advised to ask their tax credit office for a duplicate.

322 Until October 2000 colleges will have to identify students who are entitled to full fee remission based on the award notice. From October the student's tax credit award notice will include a statement of entitlement.

323 If students want to know how to apply for tax credits they may call the 'Better Deal' response line on 0800 597 5976. The central response line can also send them a claim pack, if they are eligible. For information on specific WFTC applications or awards, recipients should call the Tax Credit Helpline 0845 609 5000.

Individual learning accounts

324 A national framework of individual learning accounts (ILAs) will be launched by the DfEE in September 2000. Circular 00/08, *Individual Learning Accounts* has been issued to provide further information about the operation of fee discounts for IT qualifications at entry level and levels 1 and 2, which will be offered during summer term 2000. It is expected that the DfEE will provide further guidance in the early summer on the national framework and any fee discounts that may apply from September 2000.

Audit evidence

325 Where an institution wishes to claim tuition fee remission units, it should include a statement in the student's learning agreement that the student falls within the Council's tuition fee remission policy and that the institution has agreed to remit 100% of its tuition fee normally chargeable to the student. A copy of the evidence which shows that the student falls within the terms of the Council's tuition fee remission policy, or the signature of a member of the institution's staff indicating the nature of the documentary evidence seen, should be retained with the learning agreement. If institutions do not require students to produce termly evidence of continued eligibility for tuition fee remission, the Council expects institutions:

- to require students, in their learning agreement, to inform the institution of any change of circumstance affecting eligibility for tuition fee remission

- to undertake a sample survey of students to confirm their continued eligibility. The size of the sample should be agreed with their external auditors.

Additional support

326 The Council commissioned an evaluation of the additional support mechanism which was completed during 1999. The changes recommended from that review are reflected in the following paragraphs.

Definition

327 Additional funding units may be claimed where an institution provides additional support to a student and the extra costs of doing so are above a threshold level. Additional support is defined as:

any activity that provides direct support for learning to individual students, over and above that which is normally provided in a standard learning programme which leads to their primary learning goal. The additional support is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty or disability, or from literacy, numeracy or language support requirements.

328 The activities for which additional support units may be claimed are intended to be additional activities which provide direct learning support to students. They are not intended to include activities that would more usually be classified as student maintenance. Consequently, the definition of additional support, for funding purposes, does not include childcare or transport to the institution, although it could include transport within the institution.

329 Where the majority of students in a group appear to require additional help to succeed on their learning programme, this should be addressed within the design and delivery of the main learning programme or by reconsidering the choice of programme for these students, rather than by applying the additional support mechanism. This would not apply to discrete groups of students with learning difficulties and/or disabilities.

330 Additional support should not be used to lengthen artificially the working week or working year for students where the institution has reduced the hours for the standard learning programme.

331 It is not intended that additional support should be used to deal with the everyday difficulties experienced by students on their programmes, for example, a GCE A level mathematics student experiencing difficulty with calculus or for such activities as preparing for university entrance.

332 Each institution should determine which elements of support in the institution are additional to those already offered in a student's learning programme and could therefore be costed to substantiate the institution's application for additional support units. Where a learning programme is designed as discrete provision for students with learning difficulties and/or disabilities, there must be clear evidence of the provision of additional support before a claim for additional support units can be considered.

333 The phrase 'standard learning programme' is meant to refer to the actual learning programme which the student is following alongside their peers. This may include elements of support delivered as part of the curriculum.

334 In many cases, a student requiring additional support will have had a statement of educational need when a school pupil. Institutions are reminded that, in designing a learning programme, they should have regard to a student's statement that may contain useful information.

335 The types of additional support provided for students may include:

- additional teaching – either to reduce class sizes or to provide in or out of class support

- other specialist staffing – for example: personal care assistant; mobility assistant; reader; note-taker; amanuensis; in-class support assistant; dedicated technician (for supply, maintenance and training in the use of equipment for students with disabilities or learning difficulties); specialist tutors, for example, teachers of the deaf, teachers of students with dyslexia; communication support worker, for example, for deaf students, braillist; additional tutor support for counselling and guidance for individual students that relates to their disability; material adaptation worker; educational psychologist

- funding for a speech therapist and a physiotherapist – where such support is identified in a learning agreement as necessary to enable a student to achieve their primary learning goal, and meets the definition of additional support, such support should be funded by the institution and is eligible for additional support units. Normally, the provision of such support should follow an assessment by an appropriately qualified person. Where speech therapy or physiotherapy is not identified in a learning agreement as necessary to enable a student to achieve their primary learning goal and does not meet the definition of additional support, funding should be sought from the relevant health authority

- assessment and review pre-entry and on entry, on-programme and on exit where this involves specialist inputs or a higher level of input than that provided on the student's learning programme

- personal counselling where such support is necessary to enable a student to achieve his/her primary learning goal

- transport between sites and to other off-site activities, but not home-to-college transport

- administration in excess of usual requirements, for example, time spent negotiating or delivering special examination facilities.

336 Whilst the actual equipment costs cannot be included as additional support, a depreciation charge for the equipment may be included. It should be calculated by dividing the actual cost of the equipment by the estimated number of years of its useful life. Only the appropriate element of depreciation for equipment used by the student, for the time it was used may be claimed. If the lease costs are a revenue charge, for example an operating lease, the institution may claim the proportionate cost of the lease charge. Where a finance lease is used the depreciation charge is calculated with reference to the capitalised value divided by the term of lease or useful economic life. This should be calculated by a college's finance department as it must be shown in a college's accounts.

337 Institutions may claim units for providing programmes in numeracy, literacy and English for speakers of other languages in one of three ways:

- as a main programme for which the only primary learning goal is a qualification or a set of objectives for basic literacy in English, to teach the basic principles of mathematics, or to improve the knowledge of English for those for whom English is not the language spoken at home

- the addition of an individually listed numeracy/literacy/language qualification to a student's main primary learning goal

- as additional support where the programme has a primary learning goal which is not literacy, numeracy or English for speakers of other languages, but where additional help in any of these areas is provided to the student.

338 The second option above, that is, the addition of an individually listed numeracy/literacy/language qualification to a student's primary learning goal, should be adopted only where it is in the student's best interests and would have a positive effect on the student's ability to achieve their main qualification.

Assessment of additional support

339 Where the institution wishes to claim additional support units, it should complete the standard additional support costs form. The form should be signed by a member of the institution's staff and the student or their parent or advocate. In reviewing the additional support mechanism, it was found that this requirement for the student's signature created practical difficulties. A working group has therefore been established to consider the alternatives in such a way as to enable student's to participate in the assessment of their own support whilst at the same time reducing the administrative problems which have been encountered in practice.

340 There are guidance notes on how to complete the form and on the costing of additional support activities with the sample form provided at annex D to this document. The form is intended to provide a standard framework against which institutions may assess the extra needs of students with learning difficulties and/or disabilities and the costs of assessing these needs. The costs should:

- be calculated net of any specific income received from other sources
- exclude the costs of staff training
- exclude support costs associated with students enrolled at school and following link programmes in an institution.

341 The institution should also be able to make available to its auditors sufficient evidence to show that the additional support for which additional support units are claimed was made available to the student.

Value of additional support units

342 The values of additional support units that may be claimed in 2000-01 are set out in annex A. From August 2000, the number of additional support bands has increased. The threshold remains the same (£170 minimum) but subsequent bands have been divided. The opportunity for institutions to request support beyond £19,000 for a student in a year is retained.

343 To identify the value of units that may be claimed, the institution should calculate, using the standard additional support costs form, the extra costs incurred in the teaching year August 2000 to July 2001 to meet the extra needs of the particular student and thereby identify the appropriate additional support band.

344 The values of units listed in annex A relate to the cost of the additional support provided for one year, including programmes completed in less than one year. Where a programme is completed in one period, all of the additional support units can be claimed for that period. If the programme is completed in two periods, half the additional support units may be claimed for each period.

345 The threshold for students not on full-time full-year programmes is minimum band 0. Bands above band 0 apply to all other students, band 0 does not apply to full-time, full-year programmes. Full-time full-year means a programme of 48 basic on-programme units or more in a teaching year.

346 Institutions may apply to their regional office for specific additional financial support for students whose additional support costs exceed £19,000. In such cases, it will be necessary to demonstrate the need for such additional funds.

347 The Council is prepared to make further additional support funds available to enable institutions to maintain student numbers (FTEs) but still accept students requiring additional support.

Audit evidence

348 Where the institution wishes to claim additional support units, the student's learning agreement should give a summary of the additional support to be provided to the student and a copy of the additional support costs form should be retained with the learning agreement. It is intended that the form be retained by the institution as auditable evidence in support of a claim for additional support units. Care should be taken to ensure that planned expenditure does not make disproportionate use of public funds.

Widening participation

349 An institution may claim widening participation funding where a student lives in a ward which is relatively deprived. Institutions indicate in the student data set of the ISR the widening participation uplift factor which it is eligible to claim. The funding program will generate additional funding units for that student related to the uplift factor for the ward that includes this postcode.

350 For 2000-01, a widening participation uplift of 12% may be claimed for the homeless and those living in hostels and residential centres, irrespective of their postcode. The other categories of student listed in paragraph 94 will receive a widening participation uplift of 8%. As stated in Circular 99/42, *Extension of the Widening Participation Factor for 1999-2000*, institutions will be able to claim a higher rate of widening participation funding, up to a maximum of a 25% uplift, in order to generate the necessary level of matched funding.

351 The sum of entry, on programme and achievement units is multiplied by the uplift factor for the individual student to generate the units claimed.

352 Changes to postcodes should not affect this relationship or alter the number of additional funding units that an institution may claim. However, if a postcode is created after the Council issues a file of postcodes with widening participation factors, then the new postcode will not appear in the Council file.

353 During the year an institution will be in the best position to identify whether new postcodes have appeared in areas it normally recruits from. For most institutions, it is unlikely that they will be significantly affected. If an institution does find a significant number of students quoting new postcodes, then as an interim measure the institution is advised to compare the uplift factors, if any, of adjoining postcodes, and take the predominant one. The annual updating of postcode information should then remove the need for this temporary estimation before the final claim is made.

Achievement

354 The definition of achievement for funding purposes is:

a. national vocational qualifications (NVQs), general national vocational qualifications (GNVQs) and the vocational A level; Scottish vocational qualifications (SVQs) and general Scottish vocational qualifications (GSVQs);

b. vocational qualifications approved by the secretary of state under section 3(1) and schedule 2(a) of the *Further and Higher Education Act 1992*. The DfEE has published the list of approved qualifications for 2000-01, a copy of which can be found on its website (www.dfee.gov.uk/schedule2a).

c. GCE A level and AS levels, and GCSE grades A to C, except that where a student's learning agreement includes as the primary learning goal a programme of adult basic education leading to a GCSE in English or mathematics where the highest grade achievable is a C, then GCSE grades D to G will be acceptable for achievement purposes;

d. accreditation certifying the successful completion of a programme preparing students for entry to courses of higher education approved by the secretary of state under section 3(1) and schedule 2(c) of the *Further and Higher Education Act 1992*. The DfEE will publish the list of approved programmes for 2000-01 in April 2000;

e. accreditation certifying the eligibility of a student to progress to a programme preparing him or her for a qualification in sections (i) to (iv) above. This accreditation shall be validated by a body outside the institution as described in paragraph 209;

f.   accreditation certifying the achievement of the objectives of programmes for basic literacy in English, to improve knowledge of English of those for whom English is not the language spoken at home, and to teach basic principles of mathematics. This accreditation shall be validated by a body outside the institution offering the accreditation. Acceptable accreditation will include Wordpower, Numberpower, and other basic skills qualifications offered by awarding bodies which appear on the schedule 2(a) list, as well as programmes with accreditation validated by open college networks (OCNs) which are associate or full members of the NOCN.

Up to and including 1999-2000, institutions can claim the achievement element for basic skills programmes only where these lead to externally accredited qualifications. In response to the Moser report on improving literacy and numeracy, the Council has agreed that it may provide an incentive for adults to participate in basic skills provision if achievement units for non-externally accredited programmes could be recognised. Where ABE and ESOL programmes do not lead to an externally accredited qualification, institutions may claim achievement units from 2000-01 where the programme enables students to meet their primary learning goals set within the new standards for basic skills produced by the QCA. In addition to those set out in paragraphs a. to f. above:

g.   for students with learning difficulties, college accreditation certifying the eligibility of the student to progress to a programme preparing him or her for qualifications in sections (a) to (f) above, or evidence that the student has progressed to such a programme, such as a profile for recording and assessing achievement;

h.   qualifications relating to non-prescribed courses of higher education as defined in the *Education (Prescribed Courses of Higher Education) (Wales) (Amendment) Regulations 1998*.

Audit evidence for basic skills non-accredited programmes

355 Student achievement will need to be recorded on a 'record of progress'. Institutions are reminded that achievement units may not be claimed where there is no corresponding claim for on-programme units.

Value of achievement units

356 The number of units that may be claimed for Council-funded qualifications are set out in annex A. Institutions should claim achievement units for each qualification that the student studies at the end of each qualification. The value of achievement units available for a qualification is directly related to the total of basic on-programme units in the qualification:

- qualifications contributing to the national targets for education and training – the achievement units are 12% of the basic on-programme units
- all other qualifications – the achievement units are 9.5% of the basic on-programme units. Any values calculated in this way should be rounded to the nearest single decimal place.

National learning targets for England for 2002

357 The revised national learning targets are as follows:

Targets for 16 year-olds
- 50% of 16-year olds getting five higher grade GCSEs (that is, GCSEs at grades A* to C or the equivalent)
- 95% getting at least one GCSE.

Targets for young people
- 85% of 19-year olds with a level 2 qualification (that is, five GCSEs at grades A* to C, an NVQ level 2 or a GNVQ intermediate or equivalent)
- 60% of 21-year olds with a level 3 qualification (that is, two A levels, an NVQ level 3, a vocational A level or the equivalent).

Targets for adults
- 50% of adults with a level 3 qualification
- 28% with a level 4 qualification (that is, an NVQ level 4 or equivalent)
- a 7% reduction in non-learners (the 'learning participation target').

The DfEE has provided guidance that the learning participation target covers everyone aged between 16 and 69, regardless of economic status, except those in full-time continuous education. The target covers all types of taught, classroom-based activity

and self-study. Vocational and non-vocational learning are included, regardless of whether they lead to qualifications.

358 Where a student achieves a greater number of relevant qualifications than are necessary to meet one of the national targets, the institution may nonetheless claim the higher rate of achievement units for all of the constituent qualifications achieved.

359 The national targets are age-related. The Council wishes, however, to encourage relevant achievements by students of all ages and, consequently, will make available the higher level of achievement units for such qualifications irrespective of the age of the student achieving them.

360 Where a student's programme constitutes a number of qualifications, institutions may claim achievement units for each qualification achieved.

Partial achievements

361 For qualifications which are not achieved, half of the achievement units listed in the tariff can be claimed where a student has achieved at least half of the credits or modules towards the final qualification. Achievement units should be claimed at the end of each qualification. This includes the units available where a student partially achieves the qualification.

Audit evidence

362 The audit evidence for achievements shall be:
- listings from the awarding bodies of successful candidates
- evidence of entry to a relevant programme
- for college-accredited programmes, a record of achievement and progress with the student's learning agreement.

Funding of franchised provision

363 As stated in Circular 99/37, *Franchising and Fees*, the Council has confirmed that the funding associated with franchised provision should be multiplied by a discounting factor of 0.67, other than for provision:

a. where the student involved attracts a widening participation uplift;

b. which is community-based and normally within non-profit-making bodies.

Entry Units and On-programme Units for Individually-listed and Loadbanded Qualifications

Basic on-programme units (BOPU) for learning programme	*Entry units for learning programme not in adult basic education*	*Entry units for adult basic education learning programme (including ESOL), and Council-funded non schedule 2 projects*
Less than 2 BOPU	0.5	0.5
BOPU greater than, or equal to 2, but less than 3.8	2	4
BOPU greater than, or equal to 3.8, but less than, or equal to, 10	4	8
More than 10 BOPU	8	8

Qualification aim	Basic on-programme units (BOPU)	On-programme CWF A 1.0	CWF B 1.2	CWF C 1.5	CWF D 2.0	CWF E 2.2	+ for 100% fee remissiom	Achievement Contributing towards national learning targets	Other
Individually listed qualifications (units/student/qualification)									
BTEC National Diploma	144.0	144.0	172.8	216.0	288.0	316.8	57.6	17.3	13.7
BTEC National Certificate	65.5	65.5	78.6	98.3	131.0	144.1	26.2	7.9	6.2
BTEC First Diploma	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
BTEC First Certificate	35.3	35.3	42.4	53.0	70.6	77.7	14.1	4.2	3.4
BTEC Professional Development qualifications (for each unit)	10.0	10.0	12.0	15.0	20.0	22.0	4.0	1.2	1.0
GNVQ 1: Foundation	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
GNVQ 2: Intermediate	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
Vocational A level (12 unit) – (previously, full award GNVQ)	144.0	144.0	172.8	216.0	288.0	316.8	57.6	17.3	13.7
Vocational A level (6 unit) – (previously, single award GNVQ)	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
Vocational A level (3 unit) – (previously, part award GNVQ)	36.0	36.0	43.2	54.0	72.0	79.2	14.4	4.3	3.4
GNVQ: for each additional NVQ or GNVQ unit	3.8	3.8	4.6	5.7	7.6	8.4	1.5	0.5	0.4
GCE A level studied during the day (except General Studies)	48.0	48.0	57.6	N/A	N/A	N/A	19.2	5.8	4.6
GCE A level in General Studies studied during the day	24.0	24.0	28.8	N/A	N/A	N/A	9.6	2.9	2.3
GCE A level studied during the evening (including General Studies)	24.0	24.0	28.8	N/A	N/A	N/A	9.6	2.9	2.3
GCE AS level or A2 studied during the day (except General Studies)	24.0	24.0	28.8	N/A	N/A	N/A	9.6	2.9	2.3
GCE AS level or A2 in General Studies during the day	12.0	12.0	14.4	N/A	N/A	N/A	4.8	1.4	1.1
GCE AS level or A2 studied during the evening (including General Studies)	12.0	12.0	14.4	N/A	N/A	N/A	4.8	1.4	1.1
GCSE studied during the day	16.8	16.8	20.2	N/A	N/A	N/A	6.7	2.0	1.6
GCSE studied during the evening	10.0	10.0	12.0	N/A	N/A	N/A	4.0	1.2	1.0
Short-course GCSE studied during the day	8.4	8.4	10.1	N/A	N/A	N/A	3.4	1.0	1.8
Short-course GCSE studied during the evening	5.0	5.0	6.0	N/A	N/A	N/A	2.0	0.6	0.5
Access to Higher Education (schedule 2(c) qualification studied at a rate of over 150 glh per tri-annual period for 3 or more periods)	84.0	84.0	100.8	126.0	168.0	184.8	33.6	10.1	8.0

Qualification aim	Basic on-programme units (BOPU)	**On-programme**						**Achievement**	
		CWF A 1.0	CWF B 1.2	CWF C 1.5	CWF D 2.0	CWF E 2.2	+ for 100% fee remissiom	Contributing towards national learning targets	Other
Individually listed qualifications (units/student/qualification)									
– with 1 basic on-programme units	1.0	1.0	1.2	1.5	2.0	2.2	0.4	N/A	N/A
– with 1.5 basic on-programme units	1.5	1.5	1.8	2.3	3.0	3.3	0.6	0.18	0.14
– with 2 basic on-programme units	2.0	2.0	2.4	3.0	4.0	4.4	0.8	0.24	0.19
– with 3.8 basic on-programme units	3.8	3.8	4.6	5.7	7.6	8.4	1.5	0.5	0.4
– with 7.6 basic on-programme units	7.6	7.6	9.1	11.4	15.2	16.7	3.0	0.9	0.7
– with 10 basic on-programme units	10.0	10.0	12.0	15.0	20.0	22.0	4.0	1.2	1.0
– with 18.4 basic on-programme units	18.4	18.4	22.1	27.6	36.8	40.5	7.4	2.2	1.7
– with 20 basic on-programme units	20.0	20.0	24.0	30.0	40.0	44.0	8.0	2.4	1.9
– with 30.2 basic on-programme units	30.2	30.2	36.2	45.3	60.4	66.4	12.1	3.6	2.9
– with 36.8 basic on-programme units	36.8	36.8	44.2	55.2	73.6	81.0	14.7	4.4	3.5
– with 43.6 basic on-programme units	43.6	43.6	52.3	65.4	87.2	95.9	17.4	5.2	4.1
– with 60.4 basic on-programme units	60.4	60.4	72.5	90.6	120.8	132.9	24.2	7.2	5.7
– with 84 basic on-programme units	84.0	84.0	100.8	126.0	168.0	184.8	33.6	10.1	8.0
– with 90.6 basic on-programme units	90.6	90.6	108.7	135.9	181.2	199.3	36.2	10.9	8.6
– with 168 basic on-programme units	168.0	168.0	201.6	252.0	336.0	369.6	67.2	20.2	16.0
– with 252 basic on-programme units	252.0	252.0	302.4	378.0	504.0	554.4	100.8	30.2	23.9

Note: Learning programmes generating more than 40 basic on-programme units per period will be subject to the effects of the taper, as described in paragraph 25, which will lead to fewer units being generated than the values shown here.

Qualification aim	Basic on-programme units (BOPU)	On-programme CWF A 1.0	CWF B 1.2	CWF C 1.5	CWF D 2.0	CWF E 2.2	+ for 100% fee remissiom	Achievement Contributing towards national learning targets	Other
Loadbanded qualifications (units/student/qualification)									
qualification of 9 to 19 glh	2.0	2.0	2.4	3.0	4.0	4.4	0.8	0.24	0.19
qualification of 20 to 29 glh	3.1	3.1	3.7	4.7	6.2	6.8	1.2	0.4	0.3
qualification of 30 to 39 glh	4.4	4.4	5.2	6.6	8.7	9.6	1.7	0.5	0.4
qualification of 40 to 49 glh	5.6	5.6	6.8	8.5	11.3	12.4	2.3	0.7	0.5
qualification of 50 to 59 glh	6.9	6.9	8.3	10.4	13.8	15.2	2.8	0.8	0.7
qualification of 60 to 89 glh	9.4	9.4	11.3	14.2	18.9	20.8	3.8	1.1	0.9
qualification of 90 to 119 glh	13.2	13.2	15.9	19.9	26.5	29.1	5.3	1.6	1.3
qualification of 120 to 149 glh	17.0	17.0	20.4	25.6	34.1	37.5	6.8	2.0	1.6
qualification of 150 to 179 glh	20.8	20.8	25.0	31.3	41.7	45.9	8.3	2.5	2.0
qualification of 180 to 209 glh	24.6	24.6	29.6	37.0	49.3	54.2	9.9	3.0	2.3
qualification of 210 to 239 glh	28.4	28.4	34.1	42.7	56.9	62.6	11.4	3.4	2.7
qualification of 240 to 269 glh	32.0	32.0	38.7	48.4	64.5	70.9	12.9	3.9	3.1
...									
qualification of 420 to 449 glh	55.0	55.0	66.1	82.6	110.1	121.1	22.0	6.6	5.2
qualification of 450 to 479 glh	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
...									
qualification of 540 to 569 glh	72.0	72.0	86.4	108.0	144.0	158.4	28.8	8.6	6.8
...									
qualification of 660 to 689 glh	85.5	85.5	102.5	128.2	170.9	188.0	34.2	10.3	8.1
...									
qualification of 750 to 779 glh	96.9	96.9	116.2	145.3	193.7	213.1	38.7	11.6	9.2
...									
qualification of 990 to 1019 glh	127.3	127.3	152.7	190.9	254.5	280.0	50.9	15.3	12.1
...									
qualification of 1200 to 1229 glh	153.9	153.9	184.6	230.8	307.7	338.5	61.5	18.5	14.6
...									

Note: From 2000-01, loadbands are based on total hours for each separate qualification, and no longer on hours per year for the group of all loadbanded qualifications in the student's learning programme.

Learning programmes generating more than 40 basic on-programme units per period will be subject to the effects of the taper, as described in paragraph 25, which will lead to fewer units being generated than the values shown here.

Additional Support Bands

Band	Additional support costs per student per year (£)	Units per student per year
0	170–500 (for part-time students)	19
1	501–1,000	44
2	1,001–1,500	73
3	1,501–2,000	102
4	2,001–2,500	131
5	2,501–3,000	160
6	3,001–3,500	189
7	3,501–4,000	218
8	4,001–4,500	247
9	4,501–5,000	276
10	5,001–5,500	305
11	5,501–6,000	334
12	6,001–6,500	363
13	6,501–7,000	392
14	7,001–7,500	421
15	7,501–8,000	450
16	8,001–8,500	479
17	8,501–9,000	508
18	9,001–9,500	537
19	9,501–10,000	566
20	10,001–10,500	595
21	10,501–11,000	624
22	11,001–11,500	653
23	11,501–12,000	682
24	12,001–12,500	711
25	12,501–13,000	740
26	13,001–13,500	769
27	13,501–14,000	798
28	14,001–14,500	827
29	14,501–15,000	856
30	15,001–15,500	885
31	15,501–16,000	914
32	16,001–16,500	943
33	16,501–17,000	972
34	17,001–17,500	1,001
35	17,501–18,000	1,030
36	18,001–18,500	1,059
37	18,501–19,000	1,088

Individually-listed Qualifications 2000-01

Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00103690	ABDO	Contact Lens Certificate	Sciences	43.6	Yes
00119142	BVNA	Pre-Veterinary Nursing	Sciences	30.2	Yes
00104495	CG	C&G 4180 Computer Programming for Information Processing	Sciences	3.8	Yes
00111503	CG	C&G 4240 Preliminary Applications Programming Certificate	Sciences	10.0	Yes
00111504	CG	C&G 4242 Basic Competence in Information Technology	Sciences	3.8	Yes
00111507	CG	C&G 4250 Applications Programming Certificate	Sciences	10.0	Yes
00111973	CG	C&G 7640-01 Cleaning Science Certificate	Sciences	30.2	Yes
00112077	CG	C&G 8261-01 Information Technology Certificate	Sciences	3.8	Yes
00250556	CG	C&G 9531 Introductory Computer Programming	Sciences	3.8	Yes
00101804	LCCI	Commercial Calculations First Level	Sciences	10.0	Yes
00101881	LCCI	Practical Computing First Level	Sciences	3.8	Yes
00252151	OCR	Information Technology Diploma	Sciences	10.0	Yes
00102158	PQ	Practical Data Processing Elementary	Sciences	2.0	Yes
00102160	PQ	Practical Spreadsheet Processing Elementary	Sciences	3.8	Yes
00102161	PQ	Practical Spreadsheet Processing Intermediate	Sciences	3.8	Yes
00250771	ABC	Animal Care (Small Animals) Level 1	Agriculture	18.4	Yes
00250772	ABC	Animal Care (Small Animals) Level 2	Agriculture	18.4	Yes
00103166	ABRS	Preliminary Horse Care and Riding Certificate Level 1	Agriculture	84.0	Yes
00103789	CG	C&G 0061 Certificate in Gardening	Agriculture	10.0	Yes
00103799	CG	C&G 0220 Horticulture Phase 1	Agriculture	30.2	Yes
00103801	CG	C&G 0220-03 Amenity Horticulture Phase II	Agriculture	30.2	Yes
00103802	CG	C&G 0220-04 Commercial Horticulture Phase II	Agriculture	30.2	Yes
00103804	CG	C&G 0280-01 Agriculture and Horticulture Phase III	Agriculture	10.0	Yes
00103805	CG	C&G 0280-02 Agriculture and Horticulture Phase IV	Agriculture	18.4	Yes
00114085	CG	C&G 0330 Advanced National Certificate in Countryside Related Activities	Agriculture	84.0	Yes
00114101	CG	C&G 0330 National Certificate in Agriculture	Agriculture	84.0	Yes
00114105	CG	C&G 0330 National Certificate in Animal Care	Agriculture	84.0	Yes
00114100	CG	C&G 0330 National Certificate in Countryside Related Studies	Agriculture	84.0	Yes
00114103	CG	C&G 0330 National Certificate in the Management of Horses	Agriculture	84.0	Yes
00103806	CG	C&G 0350-01 National Certificate in Horticulture	Agriculture	84.0	Yes
00112175	CG	C&G 9383 Horticulture Skills Test	Agriculture	18.4	Yes
00114063	NPTC	Certificate of Competence in Safe Use of Pesticides	Agriculture	2.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00206856	NPTC	Safe Use of Sheep Dips	Agriculture	3.8	Yes
00114064	NPTC	Safe Use of Veterinary Medicines	Agriculture	2.0	Yes
00250775	ABC	Environmental Skills Practical	Construction	84.0	Yes
00104063	CG	C&G 2360-02 Electrical Installation Part 2 Competences	Construction	30.2	Yes
00104065	CG	C&G 2360-04 Electrical Installation Supplementary Studies	Construction	10.0	Yes
00104073	CG	C&G 2380 16th Edition of the IEE Wiring Regulations	Construction	3.8	Yes
00220630	CG	C&G 2391 Inspection Testing and Certification of Electrical Installation	Construction	3.8	Yes
00115031	CG	C&G 6081 Basic Bricklaying Skills	Construction	30.2	Yes
00115032	CG	C&G 6091 Basic Painting and Decorating Skills	Construction	10.0	Yes
00115033	CG	C&G 6101 Basic Plastering Skills	Construction	30.2	Yes
00115034	CG	C&G 6111 Basic Carpentry and Joinery Skills	Construction	30.2	Yes
00115036	CG	C&G 6135 Basic Woodworking Skills	Construction	10.0	Yes
00115045	CG	C&G 6156 Excavating/Backfill and Cold-lay Reinstatement	Construction	3.8	Yes
00115044	CG	C&G 6156 Street Works Excavations and Reinstatement	Construction	2.0	Yes
00115053	CG	C&G 6157 Winter Maintenance Operators	Construction	2.0	Yes
00114076	CIOB	Core Studies Level 2	Construction	30.2	Yes
00114055	CIOB	Direct Membership Examination	Construction	18.4	Yes
00114077	CIOB	Professional Studies Level 3	Construction	30.2	Yes
00114058	CIOB	Site Management Diploma	Construction	30.2	Yes
00103213	ICARP	Intermediate Certificate	Construction	18.4	Yes
00103214	ICARP	Licentiate Certificate	Construction	18.4	Yes
00111890	CG/SITO	C&G 7274 Knowledge of Security Guard Practices	Construction	3.8	Yes
00222615	NCFE	Construction Craft Skills – Stage 1	Construction	10.0	Yes
00103735	NEBOSH	National Certificate in Construction Safety and Health	Construction	10.0	Yes
00250755	ABC	Pattern Cutting Level 1	Engineering	10.0	Yes
00250756	ABC	Pattern Cutting Level 2	Engineering	20.0	Yes
00250757	ABC	Sewing and Textiles	Engineering	10.0	Yes
00222135	BPEC	Domestic Gas Safety	Engineering	3.8	Yes
00222138	BPEC	Domestic Gas Service and Maintenance	Engineering	3.8	Yes
00103330	CAA	Aeronautical Maintenance Certificate	Engineering	168.0	Yes
00103821	CG	C&G 0601-01 Process Plant Operations (New Scheme) Part I	Engineering	60.4	Yes
00103823	CG	C&G 0601-03 Process Plant Operations (New Scheme) Part I ABPI Pharmaceuticals, Part II	Engineering	60.4	Yes
00103887	CG	C&G 1510 Basic Light Motor Vehicle Skills Tests	Engineering	43.6	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00103934	CG	C&G 1810-01 Entertainments and Theatre Electricians Part I	Engineering	84.0	Yes
00103936	CG	C&G 1820-01 Sound Engineering Competences Part I	Engineering	30.2	Yes
00103937	CG	C&G 1820-02 Sound Engineering Competences Part II	Engineering	84.0	Yes
00103938	CG	C&G 1820-03 Sound Engineering Competences Part III	Engineering	30.2	Yes
00103951	CG	C&G 2010 Basic Engineering Competences	Engineering	30.2	Yes
00103954	CG	C&G 2050-01 Mechanical Engineering and Mechanical Engineering Maintenance Craft Studies Part III	Engineering	30.2	Yes
00103974	CG	C&G 2140-02 Engineering Systems Maintenance Competencies Part II	Engineering	60.4	Yes
00103975	CG	C&G 2140-03 Engineering Systems Maintenance Competencies Part III	Engineering	30.2	Yes
00103992	CG	C&G 2200 Engineering Craft Supplementary Studies	Engineering	10.0	Yes
00103996	CG	C&G 2221 Machining, Assembly and Processing Skills	Engineering	18.4	Yes
00103997	CG	C&G 2230-01 Microcomputer Technology Part I	Engineering	30.2	Yes
00118689	CG	C&G 2240-03 Electronics Servicing Part III	Engineering	30.2	Yes
00104003	CG	C&G 2240-04 Electronics Servicing Part III Centre Syllabus	Engineering	18.4	Yes
00104015	CG	C&G 2280-02 Mechanical Production Competences Part II	Engineering	60.4	Yes
00104016	CG	C&G 2280-03 Mechanical Production Competences Part III	Engineering	30.2	Yes
00104017	CG	C&G 2280-08 Mechanical Production Competences Part III (Pilot Scheme)	Engineering	30.2	Yes
00104028	CG	C&G 2290-02 Fabrication and Welding Competences Part II	Engineering	60.4	Yes
00104029	CG	C&G 2290-03 Fabrication and Welding Competences Part III	Engineering	30.2	Yes
00104030	CG	C&G 2290-08 Fabrication and Welding Competences Part III	Engineering	30.2	Yes
00104036	CG	C&G 2301-01 Computer-aided Engineering Competencies Part I	Engineering	10.0	Yes
00104037	CG	C&G 2301-02 Computer-aided Engineering Competencies Part II Machine Setting	Engineering	10.0	Yes
00104038	CG	C&G 2301-03 Computer-aided Engineering Competencies Part II Part Programming	Engineering	10.0	Yes
00104039	CG	C&G 2301-04 Computer-aided Engineering Competencies Part II CAD	Engineering	10.0	Yes
00104040	CG	C&G 2301-05 Computer-aided Engineering Competencies Part II Robotics	Engineering	10.0	Yes
00104042	CG	C&G 2301-07 Computer-aided Engineering Competencies Part III Advanced Part Programming	Engineering	10.0	Yes
00104043	CG	C&G 2301-08 Computer-aided Engineering Competencies Part III Advanced CAD and Design	Engineering	10.0	Yes
00104048	CG	C&G 2320-02 Electrical and Electronic Engineering Part II Craft Studies	Engineering	60.4	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00104049	CG	C&G 2320-03 Electrical and Electronic Engineering Part III Craft Studies	Engineering	30.2	Yes
00104058	CG	C&G 2340-01 Fluid Power Engineering Competences Part I	Engineering	10.0	Yes
00104059	CG	C&G 2340-02 Fluid Power Engineering Competences Part II	Engineering	10.0	Yes
00220632	CG	C&G 2377-02 Code of Practice – Certificate of Competence for the Inspection and Testing of Electrical Equipment	Engineering	3.8	Yes
00104077	CG	C&G 2400 Design, Erection and Verification of Electrical Installations	Engineering	3.8	Yes
00104089	CG	C&G 2450-01 Yacht and Boat Building and Ship Joinery Craft Studies Part I	Engineering	30.2	Yes
00104162	CG	C&G 3041 Technical Drawing Skills	Engineering	10.0	Yes
00104177	CG	C&G 3267-02 Introductory Welding Skills Gas-Shielded	Engineering	10.0	Yes
00104181	CG	C&G 3271 Basic Welding Skills	Engineering	10.0	Yes
00104261	CG	C&G 3464 Programmable Logic Control	Engineering	10.0	Yes
00104262	CG	C&G 3466 Fibre Optics	Engineering	7.6	Yes
00104394	CG	C&G 3810-03 Motor Vehicle Craft Studies Part II Vehicle Electricians	Engineering	60.4	Yes
00104396	CG	C&G 3810-06 Motor Vehicle Craft Studies Part III (Modular)	Engineering	10.0	Yes
00104397	CG	C&G 3810-08 Motor Vehicle Craft Studies Part III	Engineering	60.4	Yes
00104404	CG	C&G 3820 Diploma in Vehicle Restoration	Engineering	168.0	Yes
00104411	CG	C&G 3840-01 Vehicle Parts Personnel – Vehicle Parts Certificate	Engineering	30.2	Yes
00104420	CG	C&G 3890-07 Repair and Servicing of Motor Cycles (New Scheme) Part I	Engineering	84.0	Yes
00104421	CG	C&G 3890-07 Repair and Servicing of Motor Cycles (New Scheme) Part II	Engineering	84.0	Yes
00104463	CG	C&G 3980-03 Vehicle Body Competences Level III	Engineering	30.2	Yes
00104466	CG	C&G 3992 Motor Vehicle Repair and Maintenance Skills	Engineering	84.0	Yes
00111511	CG	C&G 4351-01 Computer-aided Draughting and Design using AutoCAD – Computer-aided Draughting	Engineering	10.0	Yes
00111512	CG	C&G 4351-02 Computer-aided Draughting and Design using AutoCAD – Advanced CAD and System Management	Engineering	10.0	Yes
00111513	CG	C&G 4351-03 Computer-aided Draughting and Design using AutoCAD – Three-Dimensional Design	Engineering	10.0	Yes
00111514	CG	C&G 4351-04 Computer-aided Draughting and Design using AutoCAD – AutoCAD Customisation	Engineering	10.0	Yes
00111515	CG	C&G 4351-05 Computer-aided Draughting and Design using AutoCAD – AutoLISP Programming	Engineering	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00111516	CG	C&G 4351-06 Computer-aided Draughting and Design using AutoCAD – Using AutoCAD AEC in the Built Environment	Engineering	10.0	Yes
00111523	CG	C&G 4540-01 Footwear Manufacturing Operatives Stage I	Engineering	10.0	Yes
00111540	CG	C&G 4690-01 Clothing Machine Mechanics Craft	Engineering	18.4	Yes
00111895	CG	C&G 7280 Aviation Studies	Engineering	168.0	Yes
00111946	CG	C&G 7430 Quality Assurance	Engineering	10.0	Yes
00111975	CG	C&G 7650 Radio Amateurs Examination	Engineering	10.0	Yes
00111985	CG	C&G 7730 Novice Radio Amateurs Examination	Engineering	3.8	Yes
00112165	CG	C&G 9361 Electronic Wiring Skills	Engineering	10.0	Yes
00114023	IQUALITY	Advanced Diploma in Quality Assurance (D3/D4/D5)	Engineering	18.4	Yes
00114022	IQUALITY	Diploma in Quality Assurance (D1 & D2)	Engineering	10.0	Yes
00104062	CG/JIBECI	C&G 2360-01 Electrical Installation Part 1 Competences	Engineering	60.4	Yes
00250749	ABC/TWI	Welding and Fabrication Practice Level I	Engineering	30.2	Yes
00250750	ABC/TWI	Welding and Fabrication Practice Level II	Engineering	30.2	Yes
00250751	ABC/TWI	Welding and Fabrication Practice Level III	Engineering	30.2	Yes
00205589	MSA	Deck Officer Class 2	Engineering	3.8	Yes
00205585	MSA	Deck Officer Class 4	Engineering	3.8	Yes
00250790	ABC	Book-keeping Level 1	Business	10.0	Yes
00250792	ABC	Computerised Book-keeping and Payroll	Business	3.8	Yes
00250728	ABC	Food Costing	Business	3.8	Yes
00250801	ABC	Word Processing	Business	10.0	Yes
00120460	ACCA	Associateship – Certificate	Business	30.2	Yes
00120459	ACCA	Associateship – Foundation	Business	30.2	Yes
00120461	ACCA	Associateship – Professional	Business	30.2	Yes
00101161	ACCA	Certified Diploma in Accounting and Finance	Business	30.2	Yes
00103249	AMSPAR	Certificate in General Practice Reception	Business	2.0	Yes
00103250	AMSPAR	Diploma in Medical Secretarial Studies	Business	84.0	Yes
00103251	AMSPAR	Diploma in Practice Management	Business	30.2	Yes
00103139	ATT	Membership	Business	10.0	Yes
00114032	BPICS	Introductory Certificate in Production and Inventory Management	Business	10.0	Yes
00117682	CIB	Financial Advisers Certificate	Business	18.4	Yes
00114030	CIB	Financial Services Practice Certificate	Business	7.6	Yes
00116368	CII	Advanced Financial Planning Certificate	Business	3.8	Yes
00116363	CII	Certificate of Insurance Practice	Business	18.4	Yes
00116364	CII	Insurance Foundation Certificate	Business	7.6	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00120462	CIMA	Stage 1	Business	30.2	Yes
00120463	CIMA	Stage 2	Business	30.2	Yes
00120464	CIMA	Stage 3	Business	30.2	Yes
00120465	CIMA	Stage 4	Business	30.2	Yes
00103114	CIPS	First Certificate in Purchasing and Stores	Business	30.2	Yes
00118604	EMFEC	Keyboarding/Keyboard Competency	Business	3.8	Yes
00101741	EMFEC	Shorthand	Business	10.0	Yes
00101746	EMFEC	Typewriting S1	Business	10.0	Yes
00103588	IAB	Diploma in Computerised Book-keeping	Business	3.8	Yes
00103590	IAB	Diploma in Payroll Administration	Business	10.0	Yes
00103589	IAB	Diploma in Small Business Financial Management	Business	10.0	Yes
00103587	IAB	Final Examination in Book-keeping	Business	10.0	Yes
00103585	IAB	Foundation Examination in Book-keeping	Business	10.0	Yes
00103586	IAB	Intermediate Examination in Book-keeping	Business	10.0	Yes
00103686	IAM	Certificate in Administrative Management	Business	10.0	Yes
00118573	ICREDIT	Intermediate Examination	Business	18.4	Yes
00103154	ICREDIT	Preliminary Certificate in Credit Management	Business	18.4	Yes
00118574	ICREDIT	Professional Examinations: Final Stage (Graduate Membership Awarded: MICM (Grad))	Business	30.2	Yes
00237004	ILT	Certificate in Logistics	Business	18.4	Yes
00119036	IM	Certificate in Supervisory Management	Business	30.2	Yes
00119038	IM	Diploma in Management	Business	30.2	Yes
00101448	IMI	Certificate of Management	Business	20.0	Yes
00103319	IOE	Part 2 Professional Examination – the Diploma in Export Management	Business	18.4	Yes
00103245	IPD	Certificate in Personnel Practice	Business	18.4	Yes
00103732	ISM	Certificate in Supervisory Management Studies	Business	30.2	Yes
00103318	IOE/IFF	Part 1 Professional Examinations – the Advanced Certificate in Overseas Trade	Business	30.2	Yes
00101806	LCCI	Audio Transcription First Level	Business	10.0	Yes
00101817	LCCI	Audio Transcription Second Level	Business	10.0	Yes
00101832	LCCI	Office Procedures Second Level	Business	10.0	Yes
00101882	LCCI	Practical Word Processing (PWP) First Level	Business	3.8	Yes
00101883	LCCI	Practical Word Processing (PWP) Second Level	Business	10.0	Yes
00101940	LCCI	Secretarial Studies Certificate (SSC) Second Level	Business	84.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00101813	LCCI	Shorthand Transcription First Level	Business	10.0	Yes
00101999	NCFE	Accounting with Computers Basic	Business	10.0	Yes
00101987	NCFE	Desktop Publishing Skills Introductory	Business	3.8	Yes
00205231	NCFE	Preparation for Business	Business	10.0	Yes
00103050	NEBSM	Introductory Award at Certificate Level	Business	3.8	Yes
00103051	NEBSM	Management Certificate	Business	30.2	Yes
00103052	NEBSM	Management Diploma	Business	30.2	Yes
00255003	NOCN	TUC Health and Safety Advanced	Business	10.0	Yes
00255002	NOCN	TUC Health and Safety Intermediate	Business	10.0	Yes
00255001	NOCN	TUC Representatives Advanced	Business	10.0	Yes
00255000	NOCN	TUC Representatives Intermediate	Business	10.0	Yes
00252103	OCR	Accounting Stage II	Business	10.0	Yes
00252104	OCR	Accounting Stage III	Business	10.0	Yes
00252174	OCR	Administration Practice Stage III	Business	10.0	Yes
00252105	OCR	Book-keeping Stage I	Business	10.0	Yes
00252221	OCR	Business Administration Stage II	Business	18.4	Yes
00252173	OCR	Business Administration Stage III	Business	10.0	Yes
00252116	OCR	Computer Keyboard Skills	Business	2.0	Yes
00252117	OCR	Copy Typing Speed Skills	Business	2.0	Yes
00252108	OCR	Databases Stage II	Business	10.0	Yes
00252169	OCR	Integrated Business Technology Stage II	Business	10.0	Yes
00252118	OCR	Medical Shorthand Speed Skills	Business	10.0	Yes
00252114	OCR	Practical Book-keeping Stage I	Business	10.0	Yes
00252115	OCR	Practical Book-keeping Stage II	Business	3.8	Yes
00252148	OCR	Reception Diploma	Business	3.8	Yes
00252127	OCR	Shorthand Speed Skills	Business	10.0	Yes
00252271	OCR	Shorthand Transcription Stage I	Business	10.0	Yes
00252124	OCR	Spreadsheets Stage II	Business	3.8	Yes
00252265	OCR	Typewriting Stage I	Business	10.0	Yes
00252262	OCR	Word Processing Stage I	Business	10.0	Yes
00252263	OCR	Word Processing Stage II	Business	10.0	Yes
00252264	OCR	Word Processing Stage III	Business	10.0	Yes
00102146	PQ	Book-keeping and Accounts Level 1	Business	3.8	Yes
00102147	PQ	Book-keeping and Accounts Level 2	Business	3.8	Yes
00102171	PQ	Business Studies Level 1	Business	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00102162	PQ	Computerised Accounts Level 1	Business	3.8	Yes
00102163	PQ	Computerised Accounts Level 2	Business	3.8	Yes
00102165	PQ	Desktop Publishing Level 1	Business	3.8	Yes
00102166	PQ	Desktop Publishing Level 2	Business	2.0	Yes
00102177	PQ	Keyboarding	Business	3.8	Yes
00102168	PQ	Office Procedures Level 1	Business	10.0	Yes
00102169	PQ	Office Procedures Level 2	Business	3.8	Yes
00102153	PQ	Practical Word Processing	Business	3.8	Yes
00102175	PQ	Shorthand Speed 120+wpm	Business	10.0	Yes
00102181	PQ	Text Production Skills	Business	2.0	Yes
00102179	PQ	Typewriting Intermediate	Business	10.0	Yes
00102156	PQ	Word Processing Advanced	Business	3.8	Yes
00102154	PQ	Word Processing Elementary	Business	3.8	Yes
00102155	PQ	Word Processing Intermediate	Business	3.8	Yes
00116020	TUC	Induction	Business	3.8	Yes
00250726	ABC	Cake Decoration Advanced	Hotel/Catering	10.0	Yes
00250725	ABC	Cake Decoration Intermediate	Hotel/Catering	10.0	Yes
00250724	ABC	Cake Decoration Introductory	Hotel/Catering	10.0	Yes
00250729	ABC	Food Hygiene Foundation	Hotel/Catering	2.0	Yes
00250732	ABC	Modern Cooking	Hotel/Catering	43.6	Yes
00250733	ABC	Nutrition Foundation	Hotel/Catering	3.8	Yes
00250734	ABC	Nutrition Stage 1	Hotel/Catering	3.8	Yes
00250737	ABC	Pastry Cooks and Patissiers Advanced	Hotel/Catering	18.4	Yes
00250736	ABC	Pastry Cooks and Patissiers Basic	Hotel/Catering	18.4	Yes
00250739	ABC	Vegetarian Wholefood Cookery	Hotel/Catering	10.0	Yes
00250740	ABC	Wired Sugar Flowers Basic	Hotel/Catering	10.0	Yes
00250741	ABC	Wired Sugar Flowers Stage 2	Hotel/Catering	10.0	Yes
00120411	BA	British Airways/Fares and Ticketing (Level II)	Hotel/Catering	10.0	Yes
00118599	BII	National Licensee's Certificate Examination	Hotel/Catering	2.0	Yes
00116042	BII	Qualifying Examination	Hotel/Catering	10.0	Yes
00101187	CENTRA	Modern Cookery	Hotel/Catering	10.0	Yes
00104184	CG	C&G 3320-01 Cookery Certificates/Certificate in Professional Cookery	Hotel/Catering	18.4	Yes
00104186	CG	C&G 3330 Preliminary Cooking	Hotel/Catering	18.4	Yes
00103186	CIEH	Advanced Food Hygiene Certificate	Hotel/Catering	3.8	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00103184	CIEH	Basic Food Hygiene Certificate	Hotel/Catering	2.0	Yes
00103185	CIEH	Intermediate Food Hygiene Certificate	Hotel/Catering	2.0	Yes
00101795	EMFEC	Pastry Cooks Stage 1	Hotel/Catering	18.4	Yes
00101796	EMFEC	Pastry Cooks Stage 2	Hotel/Catering	18.4	Yes
00220017	ETB	Welcome Host	Hotel/Catering	2.0	Yes
00102061	EVA	Coach Award Level I	Hotel/Catering	2.0	Yes
00101498	HCIMA	Professional Certificate in Hotel and Catering International Management	Hotel/Catering	60.4	Yes
00119033	ILAM	Certificate of Achievement in Sport and Recreation (Facility Operations)	Hotel/Catering	3.8	Yes
00116193	ISRM	Sport and Recreation Management Certificate	Hotel/Catering	30.2	Yes
00116196	ISRM	Sport and Recreation Supervisory Management Certificate	Hotel/Catering	10.0	Yes
00237019	CG/TTC	Air Fares and Ticketing – Primary	Hotel/Catering	10.0	Yes
00101966	NCFE	Professional Cake Decoration Introductory	Hotel/Catering	10.0	Yes
00103647	RIPHH	Food Hygiene and Safety Certificate	Hotel/Catering	2.0	Yes
00103644	RIPHH	Food Hygiene and Safety Diploma	Hotel/Catering	3.8	Yes
00103646	RIPHH	Primary Certificate in Food Hygiene	Hotel/Catering	2.0	Yes
00101451	RLSS	National Pool Lifeguard Qualification	Hotel/Catering	3.8	Yes
00103197	WSET	Certificate in Wines/Spirits and Associated Beverages	Hotel/Catering	2.0	Yes
00103198	WSET	Higher Certificate in Wines and Spirits	Hotel/Catering	3.8	Yes
00250709	ABC	Caring for People	Health/Com. Care	30.2	Yes
00250712	ABC	Counselling Skills Introductory	Health/Com. Care	3.8	Yes
00250720	ABC	Playwork with Children over 5	Health/Com. Care	3.8	Yes
00103300	AEB	Certificate in Counselling Skills	Health/Com. Care	10.0	Yes
00103301	AEB	Certificate in Counselling Theory	Health/Com. Care	10.0	Yes
00117701	AR	Certificate of Accreditation for Practitioner Courses in Reflexology	Health/Com. Care	10.0	Yes
00114071	CACHE	Certificate in Child Care and Education	Health/Com. Care	84.0	Yes
00237357	CACHE	Developing Childminding Practice (Family Day Care) Stage 1 (NCMA)	Health/Com. Care	10.0	Yes
00114072	CACHE	Diploma in Nursery Nursing (NNEB)	Health/Com. Care	168.0	Yes
00101176	CENTRA	Introductory Caring Skills	Health/Com. Care	3.8	Yes
00104156	CG	C&G 3013 Wigmaking	Health/Com. Care	10.0	Yes
00104157	CG	C&G 3020 Cosmetic Make-up	Health/Com. Care	10.0	Yes
00104160	CG	C&G 3030 Manicure	Health/Com. Care	10.0	Yes
00104161	CG	C&G 3040 Beauty Therapy	Health/Com. Care	168.0	Yes
00104164	CG	C&G 3050 Electrical Epilation	Health/Com. Care	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00104321	CG	C&G 3560-01 Practical Caring Skills Part I	Health/Com. Care	43.6	Yes
00112130	CG	C&G 9249-01 Youth Worker	Health/Com. Care	10.0	Yes
00103188	CIEH	Advanced Health and Safety Certificate	Health/Com. Care	3.8	Yes
00103187	CIEH	Basic Health and Safety Certificate	Health/Com. Care	2.0	Yes
00116045	CIH	Advanced Certificate for Wardens	Health/Com. Care	30.2	Yes
00119168	CPCAB	Advanced Certificate in Therapeutic Counselling	Health/Com. Care	30.2	Yes
00119167	CPCAB	Combined Certificate in Counselling Skills and Therapeutic Counselling	Health/Com. Care	30.2	Yes
00100544	EDEXCEL	National Diploma in Science (Dental Technology)	Health/Com. Care	216.0	Yes
00114149	FOOTBALL	FA Basic Treatment and Management of Injury Certificate	Health/Com. Care	2.0	Yes
00114154	FOOTBALL	FA Intermediate Treatment and Management of Injury Certificate	Health/Com. Care	3.8	Yes
00228787	HSE	First-aid At Work Certificate	Health/Com. Care	3.8	Yes
00103257	IOSH	Managing Safety Certificate	Health/Com. Care	3.8	Yes
00103272	ITEC	Aestheticienne Diploma	Health/Com. Care	84.0	Yes
00103279	ITEC	Anatomy and Physiology Diploma	Health/Com. Care	10.0	Yes
00103280	ITEC	Anatomy, Physiology and Body Massage Diploma	Health/Com. Care	10.0	Yes
00103282	ITEC	Aromatherapy Diploma	Health/Com. Care	10.0	Yes
00103273	ITEC	Beauty Specialist Diploma	Health/Com. Care	30.2	Yes
00103281	ITEC	Diet and Nutrition Certificate	Health/Com. Care	3.8	Yes
00103286	ITEC	Electrology Diploma	Health/Com. Care	10.0	Yes
00103283	ITEC	Reflexology Diploma	Health/Com. Care	10.0	Yes
00205569	ITEC	Sports Massage Certificate	Health/Com. Care	10.0	Yes
00205566	ITEC	Stress Management Certificate	Health/Com. Care	3.8	Yes
00114157	IWELFARE	Certificate in Welfare Studies	Health/Com. Care	30.2	Yes
00114158	IWELFARE	Diploma in Welfare Studies	Health/Com. Care	30.2	Yes
00103089	NAMCW	Certificate in Human Development; Child Care and Family Life (Stage 1)	Health/Com. Care	10.0	Yes
00103091	NAMCW	Certificate in Human Development; Child Care and Family Life (Stage 3)	Health/Com. Care	18.4	Yes
00103093	NAMCW	Diploma in Nursery Nursing	Health/Com. Care	168.0	Yes
00101975	NCFE	Basic Counselling Skills	Health/Com. Care	3.8	Yes
00205218	NCFE	Further Counselling Skills	Health/Com. Care	10.0	Yes
00101971	NCFE	Playcare Work	Health/Com. Care	10.0	Yes
00101972	NCFE	Playgroup Practice	Health/Com. Care	10.0	Yes
00119307	NCFE	Sessional Creche Work	Health/Com. Care	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00112263	NEBDN	Certificate in Oral Health Education	Health/Com. Care	10.0	Yes
00112262	NEBDN	National Certificate	Health/Com. Care	10.0	Yes
00103734	NEBOSH	National General Certificate	Health/Com. Care	10.0	Yes
00252149	OCR	Organisation of Community Groups Advanced Diploma	Health/Com. Care	30.2	Yes
00119743	PADI	Rescue Diver	Health/Com. Care	10.0	Yes
00205149	PSLA	Pre-school Practice Diploma	Health/Com. Care	36.8	Yes
00103656	RIPHH	Nutrition and Health Certificate	Health/Com. Care	2.0	Yes
00103655	RIPHH	Salon Hygiene (Beauty Therapy) Certificate	Health/Com. Care	3.8	Yes
00103654	RIPHH	Salon Hygiene (Hairdressing) Certificate	Health/Com. Care	3.8	Yes
00103037	VTCT	Beauty Specialist Diploma	Health/Com. Care	30.2	Yes
00103045	VTCT	Body Massage Diploma	Health/Com. Care	10.0	Yes
00103028	VTCT	Cosmetic Make-up Certificate	Health/Com. Care	10.0	Yes
00103041	VTCT	Diploma in Advanced Nail Techniques	Health/Com. Care	3.8	Yes
00103046	VTCT	Diploma in Aromatherapy	Health/Com. Care	10.0	Yes
00119147	VTCT	Diploma in Aromatherapy for Carers	Health/Com. Care	10.0	Yes
00103035	VTCT	Diploma in Epilation	Health/Com. Care	10.0	Yes
00119149	VTCT	Diploma in Holistic Therapies	Health/Com. Care	84.0	Yes
00103047	VTCT	Diploma in Reflexology	Health/Com. Care	10.0	Yes
00220799	VTCT	Fashion/Photographic Make-up Diploma	Health/Com. Care	10.0	Yes
00103029	VTCT	Manicure Certificate	Health/Com. Care	3.8	Yes
00239462	VTCT	Sports Massage Certificate	Health/Com. Care	10.0	Yes
00250696	ABC	Art and Craft Studies Level 1	Art & Design	10.0	Yes
00250697	ABC	Art and Craft Studies Level 2	Art & Design	10.0	Yes
00250702	ABC	Design Skills (Vocationally-Related)	Art & Design	20.0	Yes
00250701	ABC	Graphic Design (including Computer Aided)	Art & Design	3.8	Yes
00250703	ABC	Interior Design and Decorative Techniques	Art & Design	18.4	Yes
00250752	ABC	Machine Knitting Level 1	Art & Design	10.0	Yes
00250707	ABC	Performance Arts Level 1	Art & Design	18.4	Yes
00102070	ABRSM	Advanced Certificate in Performance	Art & Design	10.0	Yes
00119955	ABRSM	Certificate of Teaching (CT-ABRSM)	Art & Design	18.4	Yes
00120480	ABRSM	Graded Music Exam 8 in Theory & Practical Subject	Art & Design	10.0	Yes
00103007	BDS	General Certificate in Display Grade I	Art & Design	84.0	Yes
00111380	BPIF	Introduction to Printing Technology	Art & Design	10.0	Yes
00111635	CG	C&G 5550-01 Furniture Craft Subjects and Advanced Studies Part I	Art & Design	84.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00111636	CG	C&G 5550-02 Furniture Craft Subjects and Advanced Studies Part II	Art & Design	84.0	Yes
00111637	CG	C&G 5550-03 Furniture Craft Subjects and Advanced Studies Part III	Art & Design	84.0	Yes
00111642	CG	C&G 5631 Violin Making and Repair	Art & Design	252.0	Yes
00111650	CG	C&G 5640-06 Furniture Crafts, Soft	Art & Design	10.0	Yes
00111998	CG	C&G 7815 Basic Sewing Skills	Art & Design	10.0	Yes
00111999	CG	C&G 7819 Introduction to Home Interior Design	Art & Design	18.4	Yes
00101136	EDEXCEL	Diploma in Foundation Studies in Art and Design	Art & Design	84.0	Yes
00101211	OU/BPS	National Diploma in Foundation Studies in Art and Design	Art & Design	84.0	Yes
00103366	LAMDA	Associate Acting Diploma (ALAM)	Art & Design	10.0	Yes
00101996	NCFE	Ceramics Introduction	Art & Design	10.0	Yes
00101993	NCFE	Using Video: A Certificate in Production Competences	Art & Design	10.0	Yes
00114247	NCTJ	Pre-entry Certificate in Newspaper Journalism (36 week post A-level)	Art & Design	84.0	Yes
00252024	OCR	Cambridge Information Technology: Certificate (Computer Art and Design)	Art & Design	3.8	Yes
00252225	OCR	Desktop Publishing Stage III	Art & Design	10.0	Yes
00116106	AEB	Languages for Business: English	Humanities	10.0	Yes
00116107	AEB	Languages for Business: French	Humanities	10.0	Yes
00116108	AEB	Languages for Business: German	Humanities	10.0	Yes
00118796	ASA	Assistant Teacher (Swimming) Certificate	Humanities	3.8	Yes
00229388	BSAC	Diver Leader	Humanities	10.0	Yes
00237093	BST	Community Sports Leader Award (CSLA)	Humanities	3.8	Yes
00237094	BST	Higher Sports Leader Award	Humanities	10.0	Yes
00237092	BST	The Basic Expedition Leader Award	Humanities	10.0	Yes
00103055	CACDP	British Sign Language Stage 3 (Advanced)	Humanities	10.0	Yes
00237106	CACDP	Certificate in Communication and Guiding Skills with Deafblind People	Humanities	3.8	Yes
00237105	CACDP	Certificate in Lipspeaking Level 2	Humanities	10.0	Yes
00103057	CACDP	Lipspeaking Level 1	Humanities	10.0	Yes
00118605	CACHE	Specialist Teacher Assistant Award	Humanities	18.4	Yes
00104294	CG	C&G 3510 English Level I	Humanities	10.0	Yes
00104363	CG	C&G 3611 Communication Skills Level I	Humanities	10.0	Yes
00104364	CG	C&G 3611 Communication Skills Level II	Humanities	10.0	Yes
00104365	CG	C&G 3611 Communication Skills Level III	Humanities	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00111939	CG	C&G 7401-01 Continuing and Professional Development – Professional Development (Special Needs)	Humanities	10.0	Yes
00101412	EBBA	Coach	Humanities	2.0	Yes
00101801	EMFEC	Certificate for Teachers (Post-School) Stage 1	Humanities	3.8	Yes
00101765	EMFEC	Practical Languages Certificate in French – Level 1	Humanities	10.0	Yes
00101766	EMFEC	Practical Languages Certificate in French – Level 2	Humanities	10.0	Yes
00118621	EMFEC	Practical Languages Certificate in French – Level 3	Humanities	10.0	Yes
00101767	EMFEC	Practical Languages Certificate in German – Level 1	Humanities	10.0	Yes
00101768	EMFEC	Practical Languages Certificate in German – Level 2	Humanities	10.0	Yes
00101771	EMFEC	Practical Languages Certificate in Italian – Level 1	Humanities	10.0	Yes
00101769	EMFEC	Practical Languages Certificate in Spanish – Level 1	Humanities	10.0	Yes
00101770	EMFEC	Practical Languages Certificate in Spanish – Level 2	Humanities	10.0	Yes
00114164	ESB	Hairdressing and Beauty Therapy	Humanities	3.8	Yes
00114165	ESB	Hotel and Catering	Humanities	3.8	Yes
00114162	ESB	Leisure, Travel and Tourism	Humanities	3.8	Yes
00114160	ESB	Oral Skills in Business	Humanities	3.8	Yes
00114161	ESB	Oral Skills In Management	Humanities	3.8	Yes
00114167	ESB	Social Care	Humanities	3.8	Yes
00101351	IL	Advanced Certificate in Languages for International Communication (French)	Humanities	10.0	Yes
00101352	IL	Advanced Certificate in Languages for International Communication (German)	Humanities	10.0	Yes
00101353	IL	Advanced Certificate in Languages for International Communication (Greek)	Humanities	10.0	Yes
00101354	IL	Advanced Certificate in Languages for International Communication (Italian)	Humanities	10.0	Yes
00101358	IL	Advanced Certificate in Languages for International Communication (Spanish)	Humanities	10.0	Yes
00101400	IL	Bilingual Skills Certificate	Humanities	10.0	Yes
00116071	IL	General Certificate in Languages for International Communication (French)	Humanities	10.0	Yes
00116073	IL	General Certificate in Languages for International Communication (German)	Humanities	10.0	Yes
00116075	IL	General Certificate in Languages for International Communication (Greek)	Humanities	10.0	Yes
00116077	IL	General Certificate in Languages for International Communication (Italian)	Humanities	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00116085	IL	General Certificate in Languages for International Communication (Spanish)	Humanities	10.0	Yes
00116068	IL	Preliminary Certificate in Languages for International Communication (Dutch)	Humanities	10.0	Yes
00116070	IL	Preliminary Certificate in Languages for International Communication (French)	Humanities	10.0	Yes
00116072	IL	Preliminary Certificate in Languages for International Communication (German)	Humanities	10.0	Yes
00116074	IL	Preliminary Certificate in Languages for International Communication (Greek)	Humanities	10.0	Yes
00116076	IL	Preliminary Certificate in Languages for International Communication (Italian)	Humanities	10.0	Yes
00116078	IL	Preliminary Certificate in Languages for International Communication (Japanese)	Humanities	10.0	Yes
00116084	IL	Preliminary Certificate in Languages for International Communication (Spanish)	Humanities	10.0	Yes
00119242	IPD	Certificate in Training Practice	Humanities	18.4	Yes
00116173	JEB	Teacher Trainer Certificate in Information Technology Skills	Humanities	10.0	Yes
00101805	LCCI	English for Business (EFB) First Level	Humanities	10.0	Yes
00101885	LCCI	Foreign Languages at Work (FLAW) in French	Humanities	10.0	Yes
00102007	LCCI	Foreign Languages at Work (FLAW) in German	Humanities	10.0	Yes
00102009	LCCI	Foreign Languages at Work (FLAW) in Italian	Humanities	10.0	Yes
00102011	LCCI	Foreign Languages at Work (FLAW) in Japanese	Humanities	10.0	Yes
00102008	LCCI	Foreign Languages at Work (FLAW) in Spanish	Humanities	10.0	Yes
00101914	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Advanced Level French	Humanities	10.0	Yes
00102042	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Advanced Level German	Humanities	10.0	Yes
00103347	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Intermediate Level French	Humanities	10.0	Yes
00102030	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Intermediate Level German	Humanities	10.0	Yes
00102031	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Intermediate Level Spanish	Humanities	10.0	Yes
00101908	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Preliminary Level French	Humanities	10.0	Yes
00101911	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Preliminary Level German	Humanities	10.0	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00102014	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Preliminary Level Italian	Humanities	10.0	Yes
00102018	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Preliminary Level Japanese	Humanities	10.0	Yes
00102013	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Preliminary Level Spanish	Humanities	10.0	Yes
00101910	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Threshold Level French	Humanities	10.0	Yes
00102024	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Threshold Level German	Humanities	10.0	Yes
00102026	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Threshold Level Italian	Humanities	10.0	Yes
00102025	LCCI	Foreign Languages for Industry and Commerce (FLIC) in Threshold Level Spanish	Humanities	10.0	Yes
00101909	LCCI	Spoken English for Industry and Commerce Certificate (SEFIC) Preliminary Level	Humanities	10.0	Yes
00230828	NBRS	Religious Studies	Humanities	3.8	Yes
00119348	NCF	Introductory Coach Education Award (ICEA)	Humanities	10.0	Yes
00205216	NCFE	Sports Coaching	Humanities	10.0	Yes
00119309	NCFE	Teaching Certificate in Exercise Studies	Humanities	18.4	Yes
00252123	OCR	Business Language Competence (CBLC) Advanced Certificate	Humanities	10.0	Yes
00252122	OCR	Business Language Competence (CBLC) Operational Certificate	Humanities	10.0	Yes
00252120	OCR	Business Language Competence (CBLC) Survival Certificate	Humanities	10.0	Yes
00252121	OCR	Business Language Competence (CBLC) Threshold Certificate	Humanities	10.0	Yes
00252119	OCR	Certificate in Business Language Competence (Basic) (French/German/Spanish/Italian/Japanese/Russian)	Humanities	10.0	Yes
00252106	OCR	Communication in Business Stage I	Humanities	10.0	Yes
00252107	OCR	Communication in Business Stage II	Humanities	10.0	Yes
00252129	OCR	Communicative English Skills	Humanities	10.0	Yes
00252157	OCR	Counselling Skills and Learning Support Certificate	Humanities	10.0	Yes
00252186	OCR	Educational and Vocational Guidance for Adults Certificate	Humanities	18.4	Yes
00252223	OCR	Principles of Law Stage II	Humanities	10.0	Yes
00252328	OCR	RSA Teaching Exercise to Music Certificate	Humanities	10.0	Yes
00102200	PQ	English for Office Skills Level 1	Humanities	10.0	Yes
00102201	PQ	English for Office Skills Level 2	Humanities	3.8	Yes
00102136	TCL	Teaching English to Speakers of Other Languages Certificate	Humanities	18.4	Yes

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Qualification code	Awarding body	Qualification title	Programme area	Basic on-programme	Listed 1999-2000?
00220251	TDI	Scuba for All: Level 3 Vocational Diver	Humanities	10.0	Yes
00114240	UCLES	Certificate in Communicative Skills (CCSE) Levels 1-4	Humanities	10.0	Yes
00252013	UCLES	Oxford English as a Foreign Language – Preliminary Level	Humanities	10.0	Yes
00250785	ABC	Basic Tests in English Language Skills	Basic Education	10.0	Yes
00250763	ABC	Numeracy	Basic Education	3.8	Yes
00116119	AEB	Achievement Tests – Literacy Levels 1/2/3	Basic Education	10.0	Yes
00116119	AEB	Achievement Tests – Literacy Levels 1/2/3	Basic Education	10.0	Yes
00116120	AEB	Achievement Tests – Numeracy Levels 1/2/3	Basic Education	10.0	Yes
00119290	AEB	Basic Test in Communication Skills	Basic Education	10.0	Yes
00119291	AEB	Basic Test in Numerical Skills	Basic Education	10.0	Yes
00116123	AEB	Proficiency Test in Numerical Skills	Basic Education	10.0	Yes
00104382	CG	C&G 3750 Numeracy Stage 1	Basic Education	10.0	Yes
00104383	CG	C&G 3750 Numeracy Stage 2	Basic Education	10.0	Yes
00104384	CG	C&G 3750 Numeracy Stage 3	Basic Education	10.0	Yes
00104385	CG	C&G 3750 Numeracy Stage 4	Basic Education	10.0	Yes
00206751	CG	C&G 3793 Communication Skills (Wordpower) Foundation Level	Basic Education	10.0	Yes
00118690	CG	C&G 3793 Communication Skills (Wordpower) Stage 1	Basic Education	10.0	Yes
00118691	CG	C&G 3793 Communication Skills (Wordpower) Stage 2	Basic Education	10.0	Yes
00118692	CG	C&G 3793 Communication Skills (Wordpower) Stage 3	Basic Education	10.0	Yes
00118693	CG	C&G 3794 Numeracy (NUMBERPOWER) – Foundation	Basic Education	10.0	Yes
00118694	CG	C&G 3794 Numeracy (NUMBERPOWER) – Stage 1	Basic Education	10.0	Yes
00118695	CG	C&G 3794 Numeracy (NUMBERPOWER) – Stage 2	Basic Education	10.0	Yes
00116393	ESB	Certificate of Achievement in Basic Oral Skills	Basic Education	10.0	Yes
00116394	ESB	English as an Acquired Language (Pre-Foundation/Foundation/Intermediate/ Advanced)	Basic Education	10.0	Yes
00104386	CG/ALBSU	C&G 3793 Communication Skills (Wordpower) Foundation Level	Basic Education	10.0	Yes
00104387	CG/ALBSU	C&G 3793 Communication Skills (Wordpower) Stage One	Basic Education	10.0	Yes
00104389	CG/ALBSU	C&G 3793 Communication Skills (Wordpower) Stage Three	Basic Education	10.0	Yes
00104388	CG/ALBSU	C&G 3793 Communication Skills (Wordpower) Stage Two	Basic Education	10.0	Yes
00104390	CG/ALBSU	C&G 3794 Numeracy (Numberpower) Foundation Level	Basic Education	10.0	Yes
00104391	CG/ALBSU	C&G 3794 Numeracy (Numberpower) Stage One	Basic Education	10.0	Yes
00104392	CG/ALBSU	C&G 3794 Numeracy (Numberpower) Stage Two	Basic Education	10.0	Yes
00119411	LCCI	Numberpower – Level 1 (Numeracy Skills)	Basic Education	10.0	Yes

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Qualification code	*Awarding body*	*Qualification title*	*Programme area*	*Basic on-programme*	*Listed 1999-2000?*
00119412	LCCI	Numberpower – Level 2 (Numeracy Skills)	Basic Education	10.0	Yes
00119410	LCCI	Numberpower Foundation Level (Numeracy Skills) Foundation	Basic Education	10.0	Yes
00119406	LCCI	Wordpower – Foundation Level (Communication Skills)	Basic Education	10.0	Yes
00119407	LCCI	Wordpower – Level 1 (Communication Skills)	Basic Education	10.0	Yes
00119408	LCCI	Wordpower – Level 2 (Communication Skills)	Basic Education	10.0	Yes
00119409	LCCI	Wordpower – Level 3 (Communication Skills)	Basic Education	10.0	Yes
00119331	NEA	Certificate in the Application of Number	Basic Education	10.0	Yes
00252113	OCR	Numeracy I	Basic Education	10.0	Yes
00252170	OCR	Numeracy II	Basic Education	10.0	Yes
00252128	OCR	Spelling Skills	Basic Education	3.8	Yes
00102197	PQ	English for Business Communications Level 1	Basic Education	10.0	Yes
00102189	PQ	English for Speakers of Other Languages (ESOL) (Advanced)	Basic Education	18.4	Yes
00119420	PQ	English for Speakers of Other Languages (ESOL) (Basic)	Basic Education	10.0	Yes
00102186	PQ	English for Speakers of Other Languages (ESOL)	Basic Education	10.0	Yes
00102190	PQ	Spoken English for Speakers of Other Languages (Basic)	Basic Education	18.4	Yes
00102191	PQ	Spoken English for Speakers of Other Languages (Elementary)	Basic Education	18.4	Yes
00102192	PQ	Spoken English for Speakers of Other Languages (Intermediate)	Basic Education	18.4	Yes

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Individually-listed NVQs 2000-01

Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Using Information Technology	1	One year only	Sciences	Yes
NVQ in Using Information Technology	2	One or two years	Sciences	Yes
NVQ in Agriculture (Crop and Livestock Production)	1	One or two years	Agriculture	Yes
NVQ in Agriculture (Crop and Livestock Production)	2	One or two years	Agriculture	Yes
NVQ in Agriculture (Crop and Livestock Production)	3	One year only	Agriculture	Yes
NVQ in Agriculture (Livestock Production)	2	One year only	Agriculture	Yes
NVQ in Agriculture (Livestock Production)	3	One year only	Agriculture	Yes
NVQ in Amenity Horticulture	1	One year only	Agriculture	Yes
NVQ in Amenity Horticulture (Nursery – Interior Soft Landscape Maintenance)	2	One or two years	Agriculture	Yes
NVQ in Commercial Horticulture (Intensive Crop Production)	1	One or two years	Agriculture	Yes
NVQ in Environmental Conservation (Landscapes and Ecosystems)	2	One or two years	Agriculture	Yes
NVQ in Environmental Conservation (Landscapes and Ecosystems)	3	One year only	Agriculture	Yes
NVQ in Floristry	1	One year only	Agriculture	Yes
NVQ in Floristry	2	One or two years	Agriculture	Yes
NVQ in Floristry	3	One or two years	Agriculture	Yes
NVQ in Service Engineering (Agricultural Machinery)	2	One or two years	Agriculture	Yes
NVQ in Bricklaying (Construction)	2	One or two years	Construction	Yes
NVQ in Carpentry and Joinery (Construction)	2	One or two years	Construction	Yes
NVQ in Decorative Occupations (Construction)	1	One or two years	Construction	Yes
NVQ in General Construction Operations	1	One or two years	Construction	Yes
NVQ in General Construction Operations	2	One year only	Construction	Yes
NVQ in Managing Landfill Operations (Biodegradable Waste)	4	One or two years	Construction	Yes
NVQ in Mechanical Engineering Services (Gas Services Installation and Maintenance – Domestic)	2	One or two years	Construction	Yes
NVQ in Mechanical Engineering Services (Heating and Ventilating Domestic Installation)	2	One or two years	Construction	Yes
NVQ in Mechanical Engineering Services (Heating and Ventilating Industrial Commercial Installation)	2	One or two years	Construction	Yes
NVQ in Painting and Decorating (Construction)	2	One or two years	Construction	Yes
NVQ in Painting and Decorating (Construction)	3	One or two years	Construction	Yes
NVQ in Plant Maintenance (Construction)	2	One or two years	Construction	Yes
NVQ in Plastering (Construction)	2	One year only	Construction	Yes
NVQ in Stonemasonry (Construction)	2	One or two years	Construction	Yes
NVQ in Trowel Occupations (Construction)	1	One year only	Construction	Yes
NVQ in Wood Occupations (Construction)	1	One year only	Construction	Yes

Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Woodmachining (Construction)	2	One year only	Construction	Yes
NVQ in Assembly/Fabrication and Manufacturing Process (Signmaking)	2	One or two years	Engineering	Yes
NVQ in Automotive Glazing	2	One year only	Engineering	Yes
NVQ in Electronic Product Assembly and Rectification	2	One or two years	Engineering	Yes
NVQ in Engineering Assembly	1	One year only	Engineering	Yes
NVQ in Engineering Assembly	2	One or two years	Engineering	Yes
NVQ in Engineering Assembly	3	One or two years	Engineering	Yes
NVQ in Engineering Foundation	2	One or two years	Engineering	Yes
NVQ in Engineering Machining	1	One year only	Engineering	Yes
NVQ in Engineering Machining	2	One year only	Engineering	Yes
NVQ in Engineering Machining	3	One or two years	Engineering	Yes
NVQ in Engineering Machining (Production Machining)	2	One or two years	Engineering	Yes
NVQ in Engineering Maintenance	2	One or two years	Engineering	Yes
NVQ in Engineering Maintenance	3	One or two years	Engineering	Yes
NVQ in Engineering Manufacture (Designing)	4	One year only	Engineering	Yes
NVQ in Engineering Manufacture (Foundation)	2	One or two years	Engineering	Yes
NVQ in Engineering Manufacturing	4	One year only	Engineering	Yes
NVQ in Engineering Material Processing	1	One year only	Engineering	Yes
NVQ in Engineering Material Processing	2	One or two years	Engineering	Yes
NVQ in Engineering Material Processing	3	One or two years	Engineering	Yes
NVQ in Install Information Technology Products	2	One year only	Engineering	Yes
NVQ in Installing and Commissioning Electrical Systems and Equipment	3	One or two years	Engineering	Yes
NVQ in Installing and Commissioning Machinery and Equipment	3	One or two years	Engineering	Yes
NVQ in Installing and Commissioning Telecommunications Terminal Equipment (Fixed)	2	One or two years	Engineering	Yes
NVQ in Installing and Maintaining Security and Emerg. Serv.	2	One or two years	Engineering	Yes
NVQ in Installing and Testing Telecommunications Switching and Transmission Equipment	2	One or two years	Engineering	Yes
NVQ in Installing Electrical Systems and Equipment	2	One or two years	Engineering	Yes
NVQ in Joining Materials by Welding	2	One or two years	Engineering	Yes
NVQ in Maintaining PCVs (Mechanical)	1	One year only	Engineering	Yes
NVQ in Maintaining PCVs (Mechanical)	2	One or two years	Engineering	Yes
NVQ in Manufacturing Jewellery and Allied Products	2	One or two years	Engineering	Yes
NVQ in Manufacturing Products from Textiles	1	One year only	Engineering	Yes
NVQ in Manufacturing Products from Textiles	2	One year only	Engineering	Yes

Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Manufacturing Textiles	1	One year only	Engineering	Yes
NVQ in Manufacturing Textiles	2	One year only	Engineering	Yes
NVQ in Mechanical Engineering Services (Small Commercial Refrigeration and Air Conditioning Systems)	2	One or two years	Engineering	Yes
NVQ in Motorcycle Mechanical and Electronic Systems – Maintenance and Repair	3	One year only	Engineering	Yes
NVQ in PCB Assembly	1	One or two years	Engineering	Yes
NVQ in PCB Assembly and Repair	2	One year only	Engineering	Yes
NVQ in Performing Manufacturing Operations	2	One or two years	Engineering	Yes
NVQ in Plastics Processing Operations	2	One year only	Engineering	Yes
NVQ in Process Engineering Maintenance	2	One or two years	Engineering	Yes
NVQ in Process Operations (Chemical and Pharmaceutical)	2	One or two years	Engineering	Yes
NVQ in Process Operations (Chemical and Pharmaceutical)	3	One year only	Engineering	Yes
NVQ in Processing Rubber (General Rubber Goods)	1	One year only	Engineering	Yes
NVQ in Providing Technical Services	2	One year only	Engineering	Yes
NVQ in Rail Transport – Passenger Services	2	One year only	Engineering	Yes
NVQ in Transporting Goods by Road	2	One or two years	Engineering	Yes
NVQ in Vehicle Body Fitting	2	One or two years	Engineering	Yes
NVQ in Vehicle Body Repair	3	One or two years	Engineering	Yes
NVQ in Vehicle Maintenance – Service Replacement	1	One or two years	Engineering	Yes
NVQ in Vehicle Maintenance – Service Replacement	2	One or two years	Engineering	Yes
NVQ in Vehicle Mechanical and Electronic Systems – Maintenance and Repair (Heavy Vehicles)	3	One year only	Engineering	Yes
NVQ in Vehicle Mechanical and Electronic Systems – Maintenance and Repair (Light Vehicles)	3	One or two years	Engineering	Yes
NVQ in Vehicle Mechanical and Electronic Systems – Unit Replacement	2	One or two years	Engineering	Yes
NVQ in Vehicle Valeting	1	One year only	Engineering	Yes
NVQ in Woodmachining	2	One or two years	Engineering	Yes
NVQ in Accounting	2	One year only	Business	Yes
NVQ in Accounting	3	One year only	Business	Yes
NVQ in Accounting	4	One or two years	Business	Yes
NVQ in Administration	1	One year only	Business	Yes
NVQ in Administration	2	One or two years	Business	Yes
NVQ in Administration	3	One year only	Business	Yes
NVQ in Administration	4	One year only	Business	Yes
NVQ in Business Administration (Administrative) (First Diploma in Business and Finance)	2	One year only	Business	Yes

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Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Business Administration (Foundation)	1	One year only	Business	Yes
NVQ in Customer Service	3	One year only	Business	Yes
NVQ in Distribution and Warehousing Operations	2	One year only	Business	Yes
NVQ in Insurance (Intermediaries)	2	One year only	Business	Yes
NVQ in Management	4	One or two years	Business	Yes
NVQ in Management	5	One or two years	Business	Yes
NVQ in Owner Management – Business Planning	3	One year only	Business	Yes
NVQ in Retail Operations	2	One year only	Business	Yes
NVQ in Retail Operations	3	One or two years	Business	Yes
NVQ in Retailing	1	One year only	Business	Yes
NVQ in Retailing	2	One year only	Business	Yes
NVQ in Retailing (The Retail Certificate)	2	One year only	Business	Yes
NVQ in Supervisory Management	3	One or two years	Business	Yes
NVQ in Telephone Selling	2	One or two years	Business	Yes
NVQ in Transporting Goods by Road	2	One or two years	Business	Yes
NVQ in Vehicle Selling	3	One year only	Business	Yes
NVQ in Wholesaling, Warehousing and Stores	2	One or two years	Business	Yes
NVQ in Wholesaling, Warehousing and Stores	3	One year only	Business	Yes
NVQ in Air Cabin Crewing	2	One or two years	Hotel/Catering	Yes
NVQ in Baking	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Food Preparation and Cooking – General)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Food Preparation and Cooking – Kitchen and Larder Work)	3	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Food Preparation and Cooking – Patisserie and Confectionery)	3	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Food Preparation and Cooking – Quick Service)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Food Preparation and Cooking)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (General)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Housekeeping)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Kitchen Portering)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Preparing and Serving Food)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Preparing and Serving Food)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Reception)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Reception)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Bar)	1	One year only	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Bar)	2	One or two years	Hotel/Catering	Yes

Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Catering and Hospitality (Serving Food and Drink – Counter)	1	One year only	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Function)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Restaurant)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Table)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Table)	2	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Table/Tray)	1	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality (Serving Food and Drink – Take-Away)	1	One year only	Hotel/Catering	Yes
NVQ in Catering and Hospitality Supervisory Management (Food and Drink Service)	3	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality Supervisory Management (Food Preparation and Cooking)	3	One or two years	Hotel/Catering	Yes
NVQ in Catering and Hospitality Supervisory Management (Reception)	3	One year only	Hotel/Catering	Yes
NVQ in Cleaning (Building Interiors)	1	One year only	Hotel/Catering	Yes
NVQ in Craft Baking	2	One or two years	Hotel/Catering	Yes
NVQ in Craft Baking (Technical Operations)	3	One or two years	Hotel/Catering	Yes
NVQ in Food and Drink Manufacturing Operations	1	One year only	Hotel/Catering	Yes
NVQ in Food and Drink Manufacturing Operations	2	One year only	Hotel/Catering	Yes
NVQ in Food and Drink Manufacturing Operations	3	One or two years	Hotel/Catering	Yes
NVQ in Licensed Bookmaking	2	One year only	Hotel/Catering	Yes
NVQ in Travel Services	2	One or two years	Hotel/Catering	Yes
NVQ in Aromatherapy Massage	3	One year only	Health/Com. Care	Yes
NVQ in Beauty Therapy	1	One or two years	Health/Com. Care	Yes
NVQ in Beauty Therapy	2	One or two years	Health/Com. Care	Yes
NVQ in Care (Acute Care)	3	One or two years	Health/Com. Care	Yes
NVQ in Care (Direct Care)	2	One or two years	Health/Com. Care	Yes
NVQ in Care (Domiciliary Support)	2	One or two years	Health/Com. Care	Yes
NVQ in Care (Group and Foster Care)	3	One year only	Health/Com. Care	Yes
NVQ in Care (Mobility and Movement)	3	One or two years	Health/Com. Care	Yes
NVQ in Care (Promoting Independence)	3	One or two years	Health/Com. Care	Yes
NVQ in Care (Special Care Needs)	2	One or two years	Health/Com. Care	Yes
NVQ in Care (Supportive Long Term Care)	3	One or two years	Health/Com. Care	Yes
NVQ in Child Care and Education (Work in a Community Run Pre-School Group)	2	One or two years	Health/Com. Care	Yes
NVQ in Child Care and Education (Work with Babies)	2	One or two years	Health/Com. Care	Yes
NVQ in Custodial Care	2	One or two years	Health/Com. Care	Yes
NVQ in Hairdressing	1	One year only	Health/Com. Care	Yes
NVQ in Hairdressing	2	One or two years	Health/Com. Care	Yes

Qualification title	Level	Length	Programme area	Listed in 1999-2000?
NVQ in Hairdressing	3	One or two years	Health/Com. Care	Yes
NVQ in Occupational Health and Safety Practice	3	One or two years	Health/Com. Care	Yes
NVQ in Occupational Health and Safety Practice	4	One or two years	Health/Com. Care	Yes
NVQ in Playwork	2	One or two years	Health/Com. Care	Yes
NVQ in Service Support (Advice/Guidance/Counselling and Psychotherapy)	2	One or two years	Health/Com. Care	Yes
NVQ in Book Editing	3	One or two years	Art & Design	Yes
NVQ in Graphic Design	2	One year only	Art & Design	Yes
NVQ in Newspaper Journalism (Writing)	4	One year only	Art & Design	Yes
NVQ in Producing Hand-Crafted Furniture	1	One year only	Art & Design	Yes
NVQ in Producing Hand-Crafted Furniture	2	One or two years	Art & Design	Yes
NVQ in Producing Hand-Crafted Furniture	3	One year only	Art & Design	Yes

Schedule 2 to the Further and Higher Education Act 1992 and the Council's Associated Criteria

Schedule 2 paragraph reference	*Summary description of course*	*Criteria for eligibility for funding by FEFC*
a.	vocational qualification	approved by the secretary of state
b.	GCSE or GCE A/AS level	leads to an examination by one of the GCE/GCSE examining boards
c.	'access' course preparing students for entry to a course of higher education	approved by the secretary of state
d.	course which prepares students for entry to courses listed in (a) to (c) above	i. primary course objective is direct progression to either a specific vocational course, GCSE, GCE A/AS level or an access course as outlined above, or to a group of such courses and ii. course includes accreditation which entitles students to progress to courses under schedules (a) to (c)
e.	basic literacy in English	provides students with basic literacy skills
f.	teaching English to students where English is not the language spoken at home	improves the knowledge of English for those for whom English is not the language spoken at home
g.	basic principles of mathematics	course designed to teach the basic principles of mathematics
h.	courses under this part of schedule 2 (courses for proficiency of literacy in Welsh) will be the responsibility of Further Education Funding Council for Wales	
j.	independent living and communication for those with learning difficulties which prepare them for entry to courses listed in (d) to (g) above	i. primary course objective is progression to a course which prepares students for entry to courses listed in sections (d) to (g) above ii. course includes college accreditation which enables the student to progress to courses (d) to (g); or iii. evidence of progression to courses (d) to (g) can be provided by the Council

The following notes may be of assistance in determining whether or not a course falls within the scope of Schedule 2.

Section (d)   *Only qualifications which are externally accredited are recognised for funding purposes in 2000-01.*

Section (j)   *The Council will expect evidence of assessment procedures to be available; acceptable evidence of a course ensuring a progression route to courses which fall under sections (d) to (g) includes student destination data or the student's achievement of a qualification which enables progression.*

Section (f)   *The Council's duty extends to the home population of England.*

Additional Support Costs Form

Reference Tariff 2000-01

THE FURTHER EDUCATION FUNDING COUNCIL

_____

Institution name *(please print)*

_____

Institution address

Cheylesmore House
Quinton Road
Coventry CV1 2WT

_____

Name of student

Telephone 024 7686 3000
Fax 024 7686 3100

_____

Learning programme

_____

Start date of programme   ___ / ___ / ___

Length of programme *(please tick appropriate box)*:

❑ at least 48 bopus per year   ❑ fewer than 48 bopus per year

Name of college staff undertaking assessment   Anticipated duration of support

_____

Evidence/assessment used to identify additional support needs

Additional support needs identified *Please specify the nature of the support under each heading*	*Cost/ hour*	*Hours/ week*	*Weeks/ year*	*Cost/ year*
1 Pre-entry • home/school/college visits				
2 At-entry • initial assessment – general • initial assessment – subject specific				
3 On-programme support • additional teaching • depreciation charge for capital equipment • other support • reviews • progression planning/activities				
4 Assessment of achievement • exam costs				
5 Other				

Total additional support costs	£ [ ]
Specific income received from sources other than the Council *(please specify)*	£ [ ]
Net additional support costs	£ [ ]
Additional support tariff band	[ ]

I certify that the information provided on this form is accurate

_____

Signature   Name *(please print)*

_____

Position   Date   ___ / ___ / ___

_____

Signature of student   Name *(please print)*

                              Date   ___ / ___ / ___

Guidance on Completing the Additional Support Costs Form

Introduction

1   This guidance is based on the advice of a subgroup of the learning difficulties and/or disabilities committee chaired by Professor Tomlinson.

2   The Council recognises that some students will need additional support in order to reach their primary learning goal. The need for additional support may arise as a result of one or more of the following:

- the student has a learning difficulty and/or disability which has implications for their learning
- the student needs help with literacy or numeracy
- English is not the language spoken at home and the student requires language support.

Institutions can claim additional support units if the costs of the additional support provided fall into one of the additional support cost bands included in the tariff. Institutions which are planning to increase significantly the number of students requiring additional support are asked to contact their FEFC regional office.

Initial assessment of learning support needs

3   The evidence for claiming additional support units, that is, the completed form, is the outcome of the process of initial assessment for learning support. This initial assessment process generally occurs at the pre-entry and entry stages of the learning programme and may be considered to have three main elements:

- initial identification of the students who will need learning support
- detailed assessment of their learning support needs
- development of a plan to provide additional support.

Institutions will use a range of assessment instruments and strategies throughout the learning programme to identify students' additional learning support needs. The assessments carried out should be relevant and identify an individual's need within the context of the curriculum they will be following. There is no standard assessment method which all institutions should use, and institutions will make their own judgements as to the most relevant assessment methods and materials to use for particular students.

Table 1. Stages in the process of identifying and providing additional support

Timing	*Process*	*FEFC requirements*
Previous college year	Strategic planning including activities such as schools liaison, multi-agency planning	Strategic plan which includes a needs analysis of students with learning difficulties
February of previous year	Estimate of numbers of students requiring learning support and the level of their needs	Provision of supporting information to FEFC including an estimate of the number of additional support units required
Pre-entry/entry	Initial identification of needs, that is, the admissions and induction processes	Evidence for claiming entry units
	Detailed assessment of each individual's learning support needs	Back-up evidence for the additional support costs form
Entry/induction	Development of a plan to support learning and costing the additional support to be provided	Completion of the additional support costs form
On-programme	Regular review of learning support needs	Revision of the additional support costs form as required
Achievement	Identifying support requirements for end-of-programme review, assessment, accreditation	Estimate of costs to be included in additional support costings

4   Once the provision required to meet an individual's support needs has been identified, it can be costed and the additional support costs form completed. This stage of the process will typically take place during the induction phase of the learning programme.

5   There are some learners who will have needs which are not identified during the pre-entry and entry stages. It is important that as soon as these needs are identified an assessment is carried out, and the additional support costs form completed. An individual's learning support needs may change during the programme and, if a review of their needs leads to a significant change in the provision being offered to them, the form should be revised. This is particularly important where the change in provision may lead to a change in the additional support cost band into which the support costs fall.

6   Possible stages in the process of identifying and providing additional support are set out in table 1.

Providing audit evidence of additional support

7   In planning its provision for 2000-01, an institution will have prepared an estimate of the number of units required for additional support for the year in question. The estimate of additional units will draw on information derived from strategic planning activities, including multi-agency collaboration, school links, careers information and other activities.

8   Once the students are engaged on their learning programmes, the institution is required to provide evidence of the additional support being provided in order to account for the additional support units claimed in its application.

9   The additional support costs form provides information on the costs of providing additional support. It will form part of the audit evidence to be retained by the institution in support of its claim for additional support units. In addition, institutions should have available evidence of the assessments which were carried out as part of the process of identifying the support required by the individual.

10   The process of initial assessment for learning support should be integrated into the other processes carried out during the entry phase of the learning programme. Institutions should consider how the various documents and auditable evidence required for the entry element are co-ordinated.

Costing additional support

11   The outcome of the initial assessment is an additional support plan which details the provision a learner will need to achieve his or her primary learning goal. This provision should be costed as part of the process of completing the additional support costs form. The costings used in completing the additional support costs form should reflect the actual costs borne by the institution. Institutions should adopt costing formulas which reflect the variations in their provision.

12   The following points may be helpful when costing the provision:

- institutions should not include overhead costs such as central services, premises costs in the calculation of additional costs, as these are already met from the base unit of resource

- additional teaching costs should be based on staff salaries plus on-costs and contracted hours. It may be appropriate to base the costings on the average costs of all the staff involved in providing additional learning support

- costs for support staff could be calculated in the same way as additional teaching costs

- the costings should relate to direct learning support for individual students. The costs of a learning support co-ordinator may be included where the member of staff concerned is providing direct support to an individual student

- where students are on a discrete programme, the additional costs of teaching smaller groups of students can be included in the form. Institutions should calculate the additional costs by subtracting the average teaching cost for each student on a standard programme from the teaching cost for each student as a discrete course. The costs of any other additional support provided within a discrete programme should also be included in the costing

- institutions may include a depreciation charge for capital equipment on the form. This should be calculated by dividing the cost of specialist equipment by the estimated number of years of its useful life

- costs of any assessments required to identify equipment needs can be included in the costing of initial assessment

- maintenance of the equipment and training for the student in the use of the equipment can also be included

- where a student needs to have his or her learning materials adapted, the cost of preparation can be included in the form. This may involve tutor, administrator or support staff costs

- the cost of providing additional support during assessment of achievement should be included. This might include for example, extra examination invigilator time, note-takers, an amanuensis

- the cost of transport can be included within the form where the student is being transported between college sites or where transport to a particular place is an integral part of meeting the student's learning support needs, for example, as part of travel-training

- administrative costs in excess of the usual requirements for an individual can be included in the costings, for example, this could include liaison time with other agencies and time spent negotiating special exam facilities.

Cost Weighting Factors by Superclass II Subject Codes

Different qualifications in some subcategories currently attract different cost weighting factors. This annex shows the most likely cost weighting factors.

Individual qualifications should be checked with version 12 of the qualifications database. Institutions which discover anomalies in the qualifications database are asked to notify the funding and statistics support desk by fax on 024 7686 3249.

Code	*Title*	*Most likely cost weighting factor*
A	**Business/management/office studies**	
AA	business/finance (general)	A
AB	management (general)	A
AC	public administration	A
AD	international business studies/briefings	A
AE	enterprises	A
AF	management skills	A
AG	management planning & control systems	A
AJ	human resources management	A
AK	financial management/accounting	A
AL	financial services	A
AY	office skills	A
AZ	typing/shorthand/secretarial skills	A
B	**Sales marketing & distribution**	
BA	marketing/public relations	A
BB	export/import/European sales	A
BC	retailing/wholesaling/distributive trades	A
BD	retailing/distribution: specific types	A
BE	sales work	A
BF	physical distribution	A
C	**Information technology & information**	
CA	computer technology	B
CB	IT: computer science/programming/systems	B
CC	IT: computer use	B
CD	using software & operating systems	B
CE	text/graphics/multimedia presentation software	B
CH	software for specific applications/industries	B
CX	information work/information use	A
CY	information systems/management	B
CZ	libraries/librarianship	A

Code	Title	Most likely cost weighting factor
D	**Humanities (history/archaeology/religious studies/philosophy)**	
DA	humanities/general studies/combined studies	A
DB	history	A
DC	archaeology	B
DD	religious studies	A
DE	philosophy	A
E	**Politics/economics/law/social sciences**	
EA	government/politics	A
EB	economics	A
EC	law	A
ED	social sciences general/combined	A
EE	social studies	A
F	**Area studies/cultural studies/languages/literature**	
FB	culture/gender/folklore	A
FC	literature	A
FJ	linguistic studies	A
FK	languages	A
FL	cultural/area/social/diaspora studies	A
all English for speakers of other languages (ESOL)		C
G	**Education/training/teaching**	
GA	education theory/learning issues	B
GB	teaching/training	B
GC	teaching/training: specific subjects	B
GD	education/school organisation	B
GE	training/vocational qualifications	B
GF	careers/education guidance work	B
H	**Family care/personal development/personal care & appearance**	
HB	self-development	A
HC	career change/access	A
HD	continuing education (basic skills)	C (33) A (25)
HE	personal finance/consumerism/rights	A
HF	parenting/carers	A
HG	disabled people: skills/facilities	B
HJ	personal health/fitness/appearance	A
HK	therapeutic personal care	C
HL	hair/personal care services	C

Code	Title	Most likely cost weighting factor
J	**Arts & crafts**	
JA	art studies/fine arts	C
JB	art techniques/practice	C
JC	design (non-industrial)	C
JD	museum/gallery/conservation skills	B
JE	collecting/antiques	B
JF	crafts: leisure/general	B
JG	decorative leisure crafts	B
JH	decorative metal crafts/jewellery	C
JK	fashion/textiles/clothing (craft)	C
JL	fabric crafts/soft furnishings	C
JP	wood cane & furniture crafts	D
JR	glass/ceramics/stone crafts	C
K	**Authorship/photography/publishing media**	
KA	communication/media (general)	A (65)
KB	communication skills	A
KC	writing (authorship)	A
KD	journalism	A
KE	photography	C
KF	film/video production	C
KG	audio & visual media	C
KH	print & publishing	D
L	**Performing arts**	
LA	performing arts (general)	B
LB	dance	B
LC	theatre & dramatic arts	B
LD	variety circus & modelling	B
LE	theatre production	C
LF	music history/theory	C
LG	music of specific kinds/cultures	B
LH	music performance	C
LJ	musical instrument technology	D

Code	Title	Most likely cost weighting factor
M	**Sports games & recreation**	
MA	sports studies/combined sports	B
MC	watersports	B
MD	athletics gymnastics & combat sports	A
MG	ball & related games	A
MH c	ountry/animal sports	E
MJ	indoor games	B
N	**Catering/food/leisure services/tourism**	
NA	hotel/catering (general)	C
NB	food/drink services	C
NC	catering services	C
ND	hospitality services	C
NE	baking/dairy/food & drink processing	C
NF	cookery	C
NG	home economics	C
NH	food science/technology	B
NK	tourism/travel	A
NL	leisure/sports facilities work	A
NM	country leisure facilities work	E
NN	arts/culture/heritage administration	A
all NVQs in baking and food preparation		D
P	**Health care/medicine/health & safety**	
PA	healthcare management/health studies	B
PB	medical sciences	B
PC	complementary medicine	B
PD	paramedical services/supplementary medicine	A
PE	medical technology/pharmacology	B
PF	dental services	B
PG	ophthalmic services	B
PH	nursing	B
PJ	semi-medical/physical/psycho/therapies	B
PK	psychology	A
PL	occupational health & safety	B
PM	social care/social work skills	B
PN	family/community work	B
PP	crisis support/counselling	B
PQ	childcare services	B

Code	Title	Most likely cost weighting factor
Q	**Environment protection/energy/cleansing/security**	
QA	environmental protection/conservation	B
QB	energy economics/management/conservation	B
QC	pollution/pollution control	B
QD	environmental health/safety	B
QE	cleansing	B
QG	funerary services	A
QH	security	A
QJ	fire prevention/fire-fighting	B
R	**Science & mathematics**	
RA	science & technology (general)	B
RB	mathematics	A
RC	physics	B
RD	chemistry	B
RE	astronomy	B
RF	earth sciences	B
RG	land & sea surveying/cartography	C
RH	life sciences	B
S	**Agriculture/horticulture/animal care**	
SA	agriculture/horticulture (general)	E
SB	agricultural sciences	B
SC	crop protection/fertilisers/by-products	E
SD	crop production	E
SE	gardening/floristry/plant sales	E
SF	amenity horticulture/sportsgrounds	E
SG	forestry/timber production	E
SH	animal husbandry	E
SJ	fish production/fisheries	E
SK	agricultural engineering/farm machinery	C
SL	agricultural/horticultural maintenance	E
SM	rural/agricultural business organisation	B
SN	veterinary services	C
SP	pets/domestic animal care	D

Code	Title	Most likely cost weighting factor
T	**Construction & property (built environment)**	
TA	built environment (general)	C
TC	property: surveying/planning/development	A
TD	building design/architecture	B
TE	construction (general)	C
TF	construction management	C
TG	building/construction operations	C
TH	building services	C
TJ	interior design/fitting/decoration	C
TK	construction site work	C
TL	civil engineering	C
TM	structural engineering	C
all NVQs in construction		D
V	**Services to industry**	
VB	production/operations management	A
VC	purchasing/procurement & sourcing	A
VD	quality & reliability management	A
VE	industrial control/monitoring	C
VF	industrial design/research & development	C
VG	engineering services	C
all NVQs in engineering services		D
W	**Manufacturing/production work**	
WA	manufacturing (general)	C
WB	manufacturing/assembly	C
WC	instrument making/repair	C
WD	testing measurement & inspection	C
WE	chemical products	B
WF	glass/ceramics/concrete manufacture	C
WG	polymer processing	C
WH	textiles/fabrics (industrial)	D
WJ	leather footwear & fur	D
WK	woodworking/furniture manufacture	C
WL	paper manufacture	C
WM	food/drink/tobacco (industrial)	C
all manufacturing NVQs (WA and WB)		D

Code	Title	Most likely cost weighting factor
X	**Engineering**	
XA	engineering/technology (general)	C
XD	metals working/finishing	C
XE	welding/joining	D
XF	tools/machining	C
XH	mechanical engineering	C
XJ	electrical engineering	C
XK	power/energy engineering	C
XL	electronic engineering	C
XM	telecommunications	C
XN	electrical/electronic servicing	C
XP	aerospace/defence engineering	C
XQ	ship & boat building/marine/offshore engineering	C
XR	road vehicle engineering	C
XS	vehicle maintenance/repair	C
XT	rail vehicle engineering	C
all NVQs in engineering		D
Y	**Oil/mining/plastics/chemicals**	
YA	mining/quarrying/extraction	C
YB	oil & gas operations	C
YC	chemicals/materials engineering	B
YD	metallurgy/metals production	C
YE	polymer science/technology	C
Z	**Transport services**	
ZA	transport (general)	A
ZD	freight handling	A
ZE	aviation	A
ZF	marine transport	A
ZG	rail transport	A
ZH	driving/road safety	A
ZJ	road transport operation	A
ZL	motor trade operations	A
GCE A levels, GCE AS levels, GCSEs and short-course GCSEs		A

	Most likely cost weighting factor
Exceptions	
agricultural science	B
applied physics	B
archaeology	B
art & design	B
astronomy	B
biology	B
botany	B
building studies	B
catering	B
communications studies	B
computer science	B
craft & design	B
dance	B
design & technology	B
drama	B
earth science	B
electronics	B
engineering	B
engineering & technology	B
environmental science	B
fashion & textiles	B
film studies	B
geography	B
geology	B
graphical communication	B
home economics	B
human biology	B
information studies	B
information technology	B
land surveying	B
marine navigation	B
media studies	B
meteorology	B
motor vehicle	B
music	B
performing arts	B
photography	B
physics	B
psychology	B
science	B
social biology	B
textiles	B
theatre studies	B
zoology	B

UfI Learndirect Courses Eligible for FEFC Funding

The following is a list of *learndirect* courses eligible for FEFC funding and the unit amounts attached to each course. Entry units are not identified as part of each package but can be claimed as follows:

No entry units may be claimed for learndirect 'tasters'

2 entry units may be claimed for learning programmes with 2 BOPUs

4 entry units may be claimed for learning programmes with 3.8 or 10 BOPUs

*8 entry units may be claimed for learning programmes with more than 10 BOPU*s

Entry units may only be claimed once in a learner's learning programme, and no more than once in a 12-month period.

Note that fee remission funding will not apply to all learners.

The European Computer Driving Licence is available through UfI. However, the normal funding arrangements will apply for this product.

BOPU	CWF	On-programme	Achievement	*Fee remission	Course title	Qualification aim code
3.8	B	4.6	0.4	1.5	Introduction to computers	00255055
3.8	B	4.6	0.4	1.5	Introduction to word processing	00255056
3.8	B	4.6	0.4	1.5	Introduction to databases	00255057
3.8	B	4.6	0.4	1.5	Introduction to spreadsheets	00255058
10	B	12.0	1.0	4	Introduction to computing – word processing	00255059
10	B	12.0	1.0	4	Introduction to computing – databases	00255060
10	B	12.0	1.0	4	Introduction to computing – spreadsheets	00255061
10	B	12.0	1.0	4	Introduction to computing – office computer skills	00255062
10	B	12.0	1.0	4	Office computer skills (upgrade to intro)	00255063
18.4	B	22.1	1.7	7.3	Office computer skills – Advanced	00255064
10	B	12.0	1.0	4	Office computer skills – Advanced starter pack	00255065
10	B	12.0	1.0	4	Office computer skills – Advanced upgrade	00255066
2	B	2.4	0.2	0.8	Understanding IT	00255067
2	B	2.4	0.2	0.8	Using computers – Advanced	00255068
3.8	B	4.6	0.4	1.5	Word processing – Advanced	00255069
3.8	B	4.6	0.4	1.5	Using spreadsheets – Advanced	00255070
3.8	B	4.6	0.4	1.5	Using databases – Advanced	00255071
3.8	B	4.6	0.4	1.5	Presenting information – Advanced	00255072
3.8	B	4.6	0.4	1.5	Using the Internet – Advanced	00255073
2	B	2.4	0.2	0.8	Using computers – Experts	00255074
3.8	B	4.6	0.4	1.5	Word processing – Expert	00255075

BOPU	CWF	On-programme	Achievement	*Fee remission	Course title	Qualification aim code
3.8	B	4.6	0.4	1.5	Using spreadsheets – Expert	00255076
3.8	B	4.6	0.4	1.5	Using databases – Expert	00255077
3.8	B	4.6	0.4	1.5	Using the Internet – Expert	00255078
3.8	B	4.6	0.4	1.5	The On-Line Tutor in Context	
3.8	B	4.6	0.4	1.5	The On-Line Tutor Methods	
3.8	B	4.6	0.4	1.5	The On-Line Tutor Skills	
3.8	B	4.6	0.4	1.5	The On-Line Trainer Content	
3.8	B	4.6	0.4	1.5	The On-Line Trainer Design for Learning	
3.8	B	4.6	0.4	1.5	The On-Line Trainer in Context	
3.8	B	4.6	0.4	1.5	The On-Line Trainer Learning in Action	
3.8	B	4.6	0.4	1.5	The On-Line Trainer Screencraft	
3.8	B	4.6	0.4	1.5	The Intranet Author for Business (11 inter-related modules)	

Funding Guidance on the Tariff 2000-01   Erratum

Amendment to paragraph 114

This paragraph should read:

114   ADAPT projects receive funding support from the European Social Fund, typically of up to 45%. This is to be matched by private funds of at least 20% and by public funds of at least 10% of net eligible expenditure. Council funding can be claimed for eligible provision for the public funding element. Institutions should agree the level of Council funding with their business partner.

Institutions are required to claim funding at the correct rate, which is achieved by recording the percentage in fields Q31 or Q32 of the ISR, and, where necessary, using the widening participation uplift factor.

It is recognised that ESF funding for new ADAPT projects will end on 31 December 2000. The Council will, however, continue to fund existing projects until they are completed.   **Return to main circular**

12 June 2000

John Brennan
Association of Colleges
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London
WC1A 1DD

Tariff 2000 – 01 : Adult Provision

Thank you for your letter of 6 June 2000, and for your detailed and helpful critique of some of the proposals in (draft) Circular 99/54.

In responding, I am able to advise you of a revision to the values for adult provision of 450 guided learning hours or more. The new values will be in the circular *Guidance on the Tariff 2000-01* which will be published shortly.

These changes are in response to representations we have received from a number of colleges particularly those with significant numbers of adult students on full time equivalent programmes and from AOC.

The new load bands for provision just above 450 guided learning hours (glh) as originally proposed in the draft circular would have lead to a significant reduction in funding units. Courses leading to basic education have already been protected. The Council is taking further steps to protect this provision as set out below.

- For qualifications of 450 glh or more, a minimum of 72 basic on-programme units (bopus) will be claimable for adult students. This is based upon the same funding levels adults will receive for studying one-year GNVQ qualifications.

- Students will also receive additional funding units for studying additional qualifications such as key skills. This is explained in the final version of the tariff circular.

- The Council is also extending the listing of qualifications. The TAC will be considering the most widely studied load-banded NVQs at its meeting on 15 June 2000.

- The Council will also consider requests from institutions to claim a higher number of units for load banded qualifications studied for at least 450 glh. Institutions should write to Claire Egan of the tariff team here in Coventry, stating the number and name of the qualification together with a detailed justification which should include examples of other similar qualifications that are already listed at a higher rate.

Where tariff changes lead to a significant reduced unit count for the same level of activity, the Council's practice has been to restate a college's allocation whilst maintaining the cash allocation. Any college which believes the proposals will have a significant impact should discuss their position with their regional office.

It may also be helpful to reiterate the underlying principles which are driving the tariff changes which the Council is implementing. They are intended to enable implementation of major government curriculum reform (Curriculum 2000), to simplify data collection and to encourage widening participation. They build on recommendations from the second stage review of the funding methodology but align with the likely funding approach of the Learning and Skills Council.

I appreciate that changes of this order can cause uncertainties for institutions and add to administrative burdens. On balance, I hope the positive benefits compensate for additional workload.

We have been trialling a new approach this year whereby circulars are placed on the web at draft stage. This allows colleagues to comment and the Council to make amendments where appropriate. Many of you have commented favourably on this approach but others find the changes and later receipt of final circulars to be unsettling. I have asked Robin Newton-Syms, head of communications, to canvass opinion on the best way forward.

I am making copies of this letter available for you to distribute to colleagues at your conference today on the proposals for the LSCs funding approach. I will send a copy to all colleges.

May I also draw attention to another letter which colleges will receive this week on the funding which the Council has made available for adult provision as set out in Council News 60.

Yours sincerely
Geoff Hall: Director of Funding and Strategy

15 June 2000

To : Principals of Colleges
      Heads of Higher Education Institutions
      Heads of External Institutions

Tariff 2000-01 for Adult Students

I am writing to inform you of the Council's response to representations received from institutions regarding the tariff value for courses for adult students which are not currently listed.

The response is set out in a letter, which was sent to Dr John Brennan, Director of Further Education Development at AOC on 12 June 2000. A copy of this letter is attached.

The changes outlined in the letter relate to the numbers of units which may be claimed for adult students taking loadbanded qualifications of 450 glh or more. A number of steps are highlighted which relate to the extension of individual listing of qualifications. The letter also mentions protective measures for institutions for which the tariff changes as a whole would lead to a significantly reduced unit count for the same level of activity.

The Tariff Guidance for 2000-01 will be placed on the Council's website in final form, inclusive of the changes outlined, on Friday 16 June. The document is currently being printed. Institutions should receive copies of the document in the week beginning 19 June. I regret that it has taken so long to produce the published circular. However, I trust you will feel that the Council has responded to the concerns many colleagues expressed about the impact for adult students of the draft proposals.

Yours sincerely
Geoff Hall: Director of Funding and Strategy