

Skills Funding Agency

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September 2010

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1 EMPLOYER RESPONSIVE

Name of policy or programme	1.1 Train to Gain
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Train to Gain is a service for employers that helps them to improve their productivity by developing the skills of their workforce. The service provides employers with a skills diagnostic service and enables employers to access a wide range of skills support, including Level 1, 2 and 3, Skills for Life qualifications and higher level skills.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Train to Gain is refocusing its priorities for the 2010/11 academic year, as described in <i>Skills for Growth</i> - the national skills strategy and the Skills Investment Strategy. <ul style="list-style-type: none"> • Continuing to fully fund Level 2s and Level 3s for specific groups. • Ensuring collection of employer co-funding for full Level 2s; Level 3s and Level 4s outside of entitlements. • Rebased funding rates, including a rate reduction for large employers • Increasing responsiveness on specific priority/growth sectors • Introducing a joint investment programme with the Sector Skills Council network. • Ceasing funding flexibilities for Small and Medium Sized Enterprises (SMEs) to access fully funded modules and short qualifications.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding will be allocated to providers and contracted via an agreed, nationally consistent, process which commenced in February 2010. • For 2010/11, funding will be moved away from poor provision via use of the Minimum Levels of Performance mechanism.
Links to further information	<ul style="list-style-type: none"> • <i>Skills for Growth</i> – the national skills strategy and the <i>Skills Investment Strategy</i> are all available on the Department for Business, Innovation and Skills (BIS) website. • The current data source for internal Train to Gain reporting is the Tactical Reporting Solution (TRS). This will either be retained or will be incorporated as part of the Single Account Management system.
Policy Lead	<ul style="list-style-type: none"> • Sharon Gray – Director of National Strategic Skills

Name of policy or programme	1.2 Train to Gain – Leadership and Management
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Leadership and Management Advisory Service (LMAS) was procured in the spring of 2008 for a three year period commencing 01 August 2008. • Each of the nine English regions has a specific deliverer of the Service, described as the 'Specialist Organisation', with whom it has a contract. The region is therefore responsible for the management and performance of their Specialist Organisation. • The programme is primarily targeted at the key leader within businesses with between 5 and 249 Full Time Equivalent (FTE) employees. • LMAS has three benefits for each leader: <ul style="list-style-type: none"> • An initial skills diagnostic is undertaken from which a Personal Development Plan is co-created by the leader and LMAS. • The leader undertakes one or more leadership and management (L&M) development activities indicated on their Personal Development Plan. Each business can benefit from up to £1,000 of grant support, of which the first £500 shall not require match funding and must benefit the key leader. The remaining grant must be match funded, as cash not in kind, by the employer and could be used to support other managers within the business or the same individual if that is what the business needs. • A follow up discussion with the leader takes place after the development has been undertaken and includes an automatic referral to the regional Business Link.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • To ensure the service is employer led, the choice of provider with which to undertake the actual L&M development activity is that of the leader. It does not need to be a Skills Funding Agency contracted provider. Providers of L&M development activities are paid directly by the business which is then reimbursed by the regional LMAS. • Several regions have also procured additional leadership and management activity funded by the European Social Fund (ESF) or from Regional Development Agency (RDA) funds alongside the LMAS.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • The nine regional Leadership and Management Advisory Services were procured by LSC open and competitive tendering. The majority of successful tenderers were Business Links. • LMAS is an element of the overall Train to Gain offer but has a discrete annual delivery budget at national and regional level.
Policy lead	<ul style="list-style-type: none"> • Sharon Gray – Director of National Strategic Skills

Name of policy or programme	1.3 Apprenticeships
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The National Apprenticeship Service (NAS) was launched in April 2009 to work with BIS and the Departments for Children, Schools and Families (DCSF), now the Department for Education (DfE) to drive forward the Government’s ambition for Apprenticeships. The NAS has responsibility for the delivery of Apprenticeships including advising employers, engaging with learner organisations, providing funding for Apprenticeship training and a web based Apprenticeship vacancies system. This system enables individuals to search and apply for live vacancies and allows employers, and their training providers to advertise their vacancies to a wide range of interested applicants. The key objective for NAS is to create a significant growth in the number of employers offering Apprenticeships. <ul style="list-style-type: none"> • The Apprenticeship programme enables young people and adults to work with an employer while developing their occupational competence. • It offers employers a means by which they can improve the skills of their workforce. • The National Apprenticeship Service has overall responsibility for the programme and its funding. Provider management is undertaken by the Skills Funding Agency. • The programme is available to learners of all ages, and funding is split between 16-18, 19-24 and 25+ age groups. • From 2010/11, there will be a new focus on those aged 19-30 undertaking a Level 3 Apprenticeship.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • An apprentice must be employed and therefore is dependant on the support of an employer. • Priority learner groups include those aged 16-18 (working towards ensuring one in five of all 16-18 year olds are undertaking an Apprenticeship). A new extended priority group for those aged 19-30 as part of the ambition to create a new technician class. • All public sector procurement is likely in the future to require organisations to set out how they will recruit and train employees in an Apprenticeship. • Nationally, NAS has seven initial priority sectors. These are: <ol style="list-style-type: none"> a) Public sector (particularly, Health, Education, Central and Local Government) b) Logistics sector c) Financial Service sector d) Creative and Cultural sector e) Environmental Technology (inc low carbon technologies) f) Information Technology (IT) g) Retail.

Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • For young people, local authorities have the commissioning lead for all young people. The National Apprenticeship Service will agree regional procurement volumes for young people with each Regional Planning Group. These will reflect the Apprenticeship requirements identified by local authorities. • The Skills Funding Agency will secure Apprenticeship provision for young people and adults on behalf of the NAS. • Provider contracts will include regional delivery volumes for 16-18 learners. • Funding will be provided based on expected carry-in requirements of existing learners, plus growth aligned to strategic priorities. • Apprenticeship procurement requirements will be communicated by the NAS to the Skills Funding Agency using an Apprenticeship Delivery Statement. • For young people, growth funding will be distributed based upon the agreed requirements of the nine Regional Planning Groups.
Policy lead	<ul style="list-style-type: none"> • David Way – Chief Operating Officer of the National Apprenticeship Service
Links to further information	<ul style="list-style-type: none"> • Skills Funding Agency Requirements for Funding • Apprenticeship Commissioning Requirements • Skills Funding Agency Apprenticeship webpage

Name of policy or programme	1.4 National Employer Service
Brief description of policy or programme including target group	<ul style="list-style-type: none"> The National Employer Service (NES) provides impartial, specialist advice on workforce development (including Apprenticeships, Train to Gain and Skills for Life) to national, multi-site employers with more than 5000 employees, supported by a range of funding options.
Priorities or critical areas of focus	<ul style="list-style-type: none"> NES aims to engage all of the c.600 employers who employ more than 5000 people in the UK, to support them to tackle the skills issues within their business and to increase the scale, effectiveness and impact of their accredited training programmes. NES puts employers in the driving seat, enabling them to become intelligent customers and informed purchasers of the skills system, to find the providers and partners they need (including Higher Education, Jobcentre Plus or Education Business Partnerships) and to know how to get what they need from them. If an employer wishes to receive Skills Funding Agency funding directly and has sufficient in-house capacity to make it work, NES will offer a direct funding contract. This is a joint investment programme with the employer which aims to enhance, accredit and expand the employer's in-house training to meet national standards and government priorities. Whether the employer has a direct contract or not, NES offers personalised account management on behalf of the whole Skills Funding Agency/National Apprenticeship Service (NAS) through a single point of contact, whatever the programme or policy. We aim to reduce complexity, simplifying the bureaucracy and paperwork while safeguarding public funds. All enquiries from large employers to NESEnquires@skillsfundingagency.bis.gov.uk.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> Employer responsive budget to deliver Apprenticeships, Train to Gain/Skills for Life
Policy lead	<ul style="list-style-type: none"> Hilary Chadwick, Director, National Employer Service
Links to further information	<ul style="list-style-type: none"> National Employer Service website NESEnquires@skillsfundingagency.bis.gov.uk

Name of policy or programme	1.5 Specialisation
Brief description of policy or programme including target group	<ul style="list-style-type: none"> To lead the specialisation agenda within the Skills Funding Agency through the establishment and eventual sustainability of National Skills Academies and other specialist provision solutions. To create a specialist system which is FE focused on skills, employer need, employability and progression of learners.
Priorities or critical areas of focus	<ul style="list-style-type: none"> National Skills Academies (NSA) are employer led organisations shaping provision to meet employer needs. They are working closely with providers to deliver the best specialist provision required for their industry. NSAs carry out negotiations with regional colleagues during the commissioning process to establish the levels of funding supporting this policy area. Raising awareness with employers of what specialist providers have to offer and stimulating demand. Raising sector training standards through NSA accreditation of provider training with Training Quality Standard (TQS) at its core (see Framework for Excellence for more information on TQS).
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> No funding is allocated directly to providers – negotiations take place between regions and NSAs to discuss levels of funding supporting the sector. NSAs are market makers and as employer led organisations bring employers to market seeking to increase employer investment in skills and training delivered through a network of NSA accredited providers.
Policy lead	<ul style="list-style-type: none"> Sharon Gray, Director of National Strategic Skills
Links to further information	<ul style="list-style-type: none"> National Skills Academy website

2 ADULT SAFEGUARDED, FOUNDATION AND OFFENDER LEARNING

Name of policy or programme	2.1 Adult Safeguarded Learning (ASL) supporting Informal Adult Learning (IAL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • ASL is the term for the funding of 'learning for personal fulfilment, civic participation and community development' that is achieved via four main programme elements: <ul style="list-style-type: none"> • personal and community development learning (PCDL); • wider family learning (WFL); • neighbourhood learning in deprived communities (NLDC); and • family literacy, language and numeracy (FLLN). • Within the overarching principle of general access to ASL provision, the aim is to concentrate some of this discrete budget on those who: <ul style="list-style-type: none"> • need help most • did not achieve at school or • would not otherwise be able to afford the cost of a course. • ASL is increasingly being referred to as Informal Adult Learning. The White Paper, <i>The Learning Revolution</i>, published in March 2009, signalled a series of funding and policy reforms which are being implemented from 2011/12; in 2010/11 however the funding and delivery of ASL/IAL will remain largely in steady state.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • ASL funding is to be used to support the design and delivery of a wide range of high-quality opportunities in every geographical area. The intention is to widen participation in this type of learning and, in particular, to focus some of the activity specifically on deprived areas and disadvantaged groups. • Ministers will need to see the reach and impact of this discrete budget and so care should be taken to ensure that the budget is properly applied to this area of informal adult learning (IAL) and provider data on participation is properly returned.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years. • While at a national level there are nominal budget amounts set against each of the four components within ASL, providers have some funding flexibility across the four components when constructing their ASL offer.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • ASL is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009.

Name of policy or programme	2.2 Family Literacy, Language and Numeracy (FLLN) within Adult Safeguarded Learning (ASL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Family literacy, language and numeracy (FLLN) is part of Adult Safeguarded Learning (ASL). • Family literacy, language and numeracy is based on Skills for Life provision and contributes to Public Service Agreement (PSA) targets. Family literacy, language and numeracy provision should involve progression.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Family literacy, language and numeracy programmes are designed for those with Skills for Life needs and aim to improve: <ul style="list-style-type: none"> ○ the literacy, language and numeracy skills of parents ○ parents' ability to help their children and children's acquisition of literacy, language and numeracy skills.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • ASL is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009.

Name of policy or programme	2.3 Neighbourhood Learning in Deprived Communities (NLDC) within Adult Safeguarded Learning (ASL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Neighbourhood learning in deprived communities (NLDC) is part of ASL.. • The delivery of NLDC activity is strongly focused in areas of deprivation as measured by the Index of Deprivation. Delivery should involve working with and through the Third Sector.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • NLDC can include activity which builds the capacity for organisations/individuals to deliver learning in disadvantaged neighbourhoods. • Up to 75 per cent of NLDC funding may be focused on Skills for Jobs activity within the target group. • It aims to: <ul style="list-style-type: none"> ○ broaden and improve the quality of the learning provider base. This includes the development of small and/or voluntary, community and faith organisations ○ improve the local environment through the provision of learning in programmes to promote both neighbourhood and civil renewal and active citizenship skills deliver pre-employment support and training to enable adults to move into sustained employment.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • ASL is covered by the policy set out in the White Paper ‘The Learning Revolution’ published in March 2009.

Name of policy or programme	2.4 Wider Family Learning (WFL) within Adult Safeguarded Learning (ASL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Wider Family Learning programmes are specifically designed to enable adults and children to learn together and/or enable parents/carers to learn how to support their children’s learning by: <ul style="list-style-type: none"> ○ developing the skills or knowledge of both the adult and child participants and ○ helping parents/carers to be more active in the support of their children’s learning and development, whilst fostering an understanding of the impact of that support.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Family programmes aim to encourage family members to learn together. Suitable programmes will include opportunities for inter-generational learning and, wherever possible, lead both adults and children to pursue further learning. The term ‘family’ may be interpreted to include a wider range of adults than simply parents (to include carers and grandparents) and children participating together.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • ASL is covered by the policy set out in the White Paper ‘The Learning Revolution’ published in March 2009.

Name of policy or programme	2.5 Personal & Community Development Learning (PCDL) within Adult Safeguarded Learning (ASL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Personal and Community Development Learning is described as learning for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. The learning is also developed with local residents and other learners to build the skills, knowledge and understanding for social and community action. • Personal and community development learning (PCDL) funding is one of the four elements of ASL. • Within the overarching principle of general access to ASL provision, the aim is to concentrate some of this budget on those who: <ul style="list-style-type: none"> ○ need help most ○ did not achieve at school; or ○ would not otherwise be able to afford the cost of a course.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • There is no requirement that learners must necessarily progress to other learning or achieve accredited outcomes, but providers should have systems in place to signpost learners to further learning, as appropriate. • The Estelle Morris Independent Review of ICT User Skills, which was welcomed by the Government in its 2009 Digital Britain Report, recommended the development of a digital life skills entitlement for adults providing supported access to a set of online learning modules which build on the 'myguide' service. The report describes how this might operate through a range of learning providers including ASL providers, colleges and UK Online centres. <i>Online basics</i> has been developed as an offer to all adults without basic ICT skills, and provides the learner with the skills to use a computer and email safely and effectively. The Skills Funding Agency supports the use of <i>Online basics</i> courses and the myguide website and wishes to raise awareness about these resources among providers delivering ASL. Providers are expected to signpost learners to these resources. In addition <i>Online basics</i> should be embedded in the learning offer for those adults for whom it is intended. Further information can be found at the link below.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • ASL is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009.

Name of policy or programme	2.6 Family Learning Impact Funding (FLIF)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • This programme includes five specific strands of learning and has been designed to meet government priorities by providing a range of Family Literacy, Language and Numeracy and Wider Family Learning programmes in disadvantaged neighbourhoods which should: <ul style="list-style-type: none"> ○ Involve hard to reach parents more actively in their learning and schools ○ Encourage learning in the home Children and families deserving services work together for them and meet individual needs ○ Tailor learning and provision to meet the needs of families ○ Engage fathers and boys from disadvantaged families ○ Provide adults with chances to achieve and progress.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Local authorities and other providers in receipt of Family Learning Impact funding should be aware that for the purposes of reporting to ministers on the expenditure of this funding, development and delivery of provision will be closely managed. Evidence will be provided across the five strands from each participating authority to timescales agreed with regional Skills Funding Agency Managers. • Allocations of funding for Family Learning Impact Funding Programmes (FLIF) are based on a range of measures including population and indices of deprivation. • Any provider that receives additional funding is expected to provide separate and additional evidence to the Skills Funding Agency that the agreed programme of work has been delivered. Providers will be required to complete final reports on the programme for 2009/10 and interim and final reports for 2010/11.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support ASL Programmes has been allocated as in previous years.
Name of national lead and directorate in which they are based	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service
Links to further information	<ul style="list-style-type: none"> • Further guidance will be published on the Skills Funding Agency's website.

Name of policy or programme	2.7 Formal First Step Learning
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Formal First Step Learning is described as a short episode of learning for more vulnerable learners designed as a planned, initial entry point into learning. The short episode (which could be a Qualifications and Credit Framework (QCF) unit at entry Level or Level 1) is designed to build learner confidence and support their planned progression into a longer (often pre-Level 2) formal learning pathway. As such, formal first step learning is part of the Foundation Learning Curriculum. • Informal Adult Learning (IAL), which is learning supported through the Adult Safeguarded budget, may also provide a similar initial entry point back into learning for some adults, but progression from an Informal Adult Learning course into a formal learning programme is not a necessary outcome of IAL. Formal First Step Learning, on the other hand, is funded through the Adult Learner Responsive Budget with the express intention of providing a formal progression route. • In summary, Formal First Step provision aims to: <ul style="list-style-type: none"> ○ enthuse and build the confidence of learners who are returning to learning (particularly at Entry and Level 1) to progress to and achieve Skills for Life and Level 2/3 qualification outcomes; and ○ continue to support the re-engagement of learners within the context of social inclusion.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Learner progression to further, formal learning (including progression pathways within Foundation Learning) is an intended outcome. • Not all First Step Learning can be described as formal learning within the context of the QCF. As such, providers may offer short episodes of formal first step learning outside the QCF unit structure, depending on the needs of the individual adult learner. However, formal first step provision is intended to be a single, short episode of learning, typically 10 guided learning hours or fewer.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding to support the inclusion of Formal First Step Learning within a provider's offer, where appropriate, should be accommodated from within the provider's ALR allocation, but not on a formula funded basis.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service

Name of policy	2.8 Adult Foundation Learning Curriculum
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Adult Foundation Learning Curriculum (19+), formerly referred to as the Foundation Learning Tier, describes the range of provision at entry Level and Level 1 (including 'pre-entry'); and includes but is not limited to units and qualifications at entry Level and Level 1 of the Qualifications and Credit Framework (QCF). • It looks to support progression for learners at entry and Level 1 by way of considering all the needs of learners and developing a personalised learning programme. Good information and advice alongside an initial assessment are key to this.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The Adult Foundation Learning Curriculum should be used to help learners and their learning providers construct personalised learning programmes that will consider their learning and skills gaps in the following 3 skill sets: <ul style="list-style-type: none"> • Functional skills in English, Mathematics and ICT; • Vocational learning; • Personal and Social Development skills (PSD). • The personalised learning programme needs to recognise that adult learners will have a range of starting points and aspirations, some may easily progress with a short intervention whilst others may require a fuller programme. It is, therefore, not mandatory for adults to follow all 3 skills sets, but only those which are appropriate. This may mean they only need follow, for example, an adult basic skills qualification in numeracy. This is different to young peoples Foundation Learning where all three skills set will normally be followed. • Foundation Learning will also include Learners with Learning Difficulties and Disabilities (LLDD) where the same flexible approach will be applied allowing programmes to be tailored to the needs of individuals learners. Personalised learning programmes will draw from the same three skills sets of functional skills, vocational learning and personal and social development, with the intention of developing the employability of learners or the skills associated with independent living. • It is intended that Adult Foundation Learning curriculum becomes centred on qualifications and units on the QCF. However, whilst there are already many PSD and vocational qualifications and units, there are some delays in getting all relevant qualifications accredited to the QCF. For example Functional Skills in Maths, English and ICT and the Skills for Life Certificates in Adult Literacy, Numeracy and English for Speakers of Other Languages (ESOL) Skills for Life. The Skills Funding Agency will continue to fund such provision until it becomes available on the QCF.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding for Foundation Learning Curriculum can be drawn from both the Adult Learner Responsive (ALR) and Employer Responsive (ER). • Within these 2 budgets the Foundation Learning Curriculum pulls funding from a range of funding lines, for example, Skills for Life, Foundation Learning, Developmental learning, Train to Gain, Employability Skills Programme.
Policy lead	<ul style="list-style-type: none"> • Ann Jones – Head of LLDD, Skills for Life and ESOL/FLT
Links to further information	<p>Excellence Gateway Foundation Learning Support</p>

Name of policy or programme	2.9 The Offenders' Learning and Skills Service (OLASS)
Brief description of policy or programme including target group	The Offenders' Learning and Skills Service (OLASS) for adult offenders in the Community (OIC).
Priorities or critical areas of focus	<p>Offenders in the community are defined as:</p> <ul style="list-style-type: none"> • Offenders on licence from custody under the supervision of probation • Offenders serving a community sentence or order under supervision of probation • Offenders released from custody after serving less than 12 months not under probation supervision <p>The Skills Funding Agency works in partnership with probation as part of the National Offender Management Service (NOMS), Jobcentre Plus and local authorities to meet the skills and employment needs of offenders in the community.</p> <p>The Integrated Adults Careers Service identifies offenders as a priority group and the service will be offered to them from August 2010. Offenders will be referred by the service into the mainstream programmes best suited to meet their individual needs.</p>
Basis on which funding has been allocated to providers	<p>There is no specific budget for this group, their needs must be met from within mainstream funded programmes.</p> <p>The funding to provide extra support for OIC will cease on 31 July 2010; the impact of this withdrawal is yet to be felt.</p> <p>Account Managers should monitor performance on offender learning as part of their meetings with providers and refer issues to Learner Services staff.</p>
Policy lead	No specific programme funding will be allocated after 31 July 2010. The needs of this priority group to be met out of appropriate mainstream budget allocations.

3 Programmes for the Unemployed

Name of policy or programme	3.1 Training offer for those individuals reaching 6 months of unemployment [The 6 month offer – Work Focused Training]
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Programme is targeted at people who have reached the six month stage of their Jobseekers Allowance (JSA) claim with Jobcentre Plus and who are aged 19 and above (including those JSA claimants fast tracked to this point). • The programme is aimed at those who require a significant intervention in order to overcome their skills based barriers to sustainable employment. Although the provision should contain elements of employment support such as help with job search, the main focus of the content should be on the vocational skills required to provide a significant increase in the learner’s skills, making them more marketable to potential employers, whilst creating and delivering a foundation for future career progression. • Training delivered must prepare individuals for real employment opportunities within the labour market, in both current vacancies and future job opportunities. Training will be characterised by the following: <ul style="list-style-type: none"> ○ Programmes flexible and responsive to individual’s circumstances, offering, eg multiple start dates, continuous provision throughout the year, roll on roll off delivery, part-time and full-time options; ○ Programmes are focused on employment-related skills needs and are aimed at individuals achieving a job. Programmes move customers towards the achievement of a full Level 2 or Level 3 qualification; ○ Training activity reflects current local job opportunities and projected labour market demand. Training provides the opportunity for individuals to refresh their skills in a sector, or begin the work of retraining for a new sector; ○ Individuals have long-term goals to move into sustainable employment by progressing through a continuation of training funded through the Employer Responsive (ER) or Adult Learner Responsive (ALR) funding streams depending on employment status; ○ Outputs of the programme: Skills and/or qualifications that contribute towards the achievement of a Level 2 or Level 3 qualification; a job outcome with continuation of the training started under this offer.
Priorities or critical areas of	<ul style="list-style-type: none"> • This is for those who are able to start working towards or progressing towards a Level 2 or Level 3 qualification and who need a significant skills intervention to up-skill or re-skill. • FE colleges can recruit to the programme directly but confirmation of eligibility must be given by Jobcentre Plus for full time learners. • Programme can be delivered on both a full and part time basis. Jobcentre Plus District Managers have the discretion to agree full time training placements where the relevance to local labour market need is agreed. This must be agreed in line with the conditions of claiming Jobseekers Allowance. • This programme at present is limited to FE college delivery for a number of reasons: To ensure the breadth of vocational areas providing progression opportunities, to encourage FE colleges to focus their methods of delivery on the priority needs of the unemployed and to ensure a joined up approach across a number of funding streams to give a seamless development programme for the individual (Six Month Offer, ALR, Train to Gain).
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding allocated to FE colleges following the submission of expressions of interest, on a negotiated basis.
Policy lead	<ul style="list-style-type: none"> • Gareth Thomas, Head of Employment and Skills
Links to further information	<ul style="list-style-type: none"> • Programmes for the Unemployed section of the Skills Funding Agency website.

Name of policy or programme	3.2 Response to Redundancy (R2R)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Programme is targeted to support people under consultation or notice of redundancy, people recently made redundant and those who are close to the labour market. • The key focus of the programme is the provision of vocational training activity aimed at delivering the skills needed by recruiting employers. Training programmes should be designed to help those closest to the workforce to tailor their existing skills to the needs of the current local labour market in a specific recruiting sector. This may involve updating or accrediting skills in a sector where they have previous experience or, where that sector is not recruiting. It may mean building on a transferable skills base to make the individual more attractive to employers in a different or related sector. Provision will typically last between two and eight weeks. • Programme outputs: Skills (not necessarily qualifications) to keep someone in employment or to obtain a new job; a job outcome with or without continuation of funded training in the workplace.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Provision should be flexible and tailored to meet the needs of the local labour market and specific job opportunities. • The focus of the programme should be on the delivery of short job related skills interventions, lasting up to a maximum of eight weeks. • The provision should also include job search activities if required to support an individual into work, but this should be embedded into a skills development programme. • This programme is jointly funded by European Social Fund (ESF) and Train to Gain funding. The budget is £100m in total over two years and is due to end in December 2010.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Open and Competitive Tender (Restricted to those providers who are in receipt of (Employer Responsive) ER funding, or who have successfully registered on the QPF.
Policy lead	<ul style="list-style-type: none"> • Gareth Thomas, Head of Employment and Skills
Links to further information	<ul style="list-style-type: none"> • Programmes for the Unemployed section of the Skills Funding Agency website.

Name of policy or programme	3.3 Employability Skills Programme (ESP)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The programme is aimed at all Jobcentre Plus customers aged 18 and above with basic skills needs. • Basic skills delivery is embedded in the delivery of generic employability skills such as time-keeping, communicating at work, and reliability. • Outputs of programme include: Basic literacy/English for Speakers of Other Languages (ESOL) and numeracy qualifications at all levels from Entry Level 1 to Level 2; employability qualifications at Entry Levels 2 and 3 and Level 1; job outcomes where possible for some participants.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Programme is specifically for Jobcentre Plus customers and attendance must be agreed by Jobcentre Plus. It is expected that referrals will come from Jobcentre Plus. • The provision offer is available on a roll-on/ roll-off basis throughout the year. • Participation can be full or part-time. Full time learners can receive a Training Allowance (benefit plus a training premium) that provides access to Jobcentre Plus funded support for travel and childcare costs. However this must be agreed to by Jobcentre Plus. • Jobseekers can access this provision from Day 1 of their claim
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Open and Competitive Tender with contracts extended by negotiation.
Policy lead	<ul style="list-style-type: none"> • Gareth Thomas, Head of Employment and Skills
Links to further information	<ul style="list-style-type: none"> • Programmes for the Unemployed section of the Skills Funding Agency website.

Name of policy or programme	3.4 Young Person's Guarantee – Work Focused Training
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The programme will support 18-24 year olds, referred by Jobcentre Plus, who have reached the 26 week stage of their Jobseekers Allowance Claim. • The programme is part of a wider Young person's guarantee (YPG) package which comprises four strands – Routes into Work including Care First Careers (where the pre employment training element is funded by the Skills Funding Agency), Community Task Force and Future Jobs Fund (DWP funded). The Work Focused Training Element is for those young people who require significant re-skilling or up-skilling before they will be able to move into work. • The provision will focus on delivery of at least an initial 12/13 weeks of training and may continue to be up to 26 weeks in total. The training is designed to support younger people to move closer to the labour market and will provide a mix of employability skills and vocational skills provision aimed at delivering economically valuable qualifications (Level 2/Level 3) in relevant employment sectors.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Referrals to the programme are made by Jobcentre Plus. • It is expected that around 40% of individuals will continue training into the second 13 week period. The programme length will be agreed at the outset by the provider and the Jobcentre Plus adviser, following initial assessment by the provider. • Jobcentre Plus will pay the training allowance (including a training premium), travel and childcare for participants. • Providers will need to establish good working relationships with their local Jobcentre Plus. Where possible this should be at adviser level. • Providers will need to work closely with Jobcentre Plus and Employers to agree the relevant sectors and occupations on which to focus training, and to agree the most relevant content. • The timely reporting of data is crucial for the success of this programme, and reporting to the Department for Work and Pensions (DWP).
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Invitation to bid restricted to Employer Responsive (ER) providers. National coverage of the offer across the whole of England is essential.
Policy lead	<ul style="list-style-type: none"> • Gareth Thomas, Head of Employment and Skills
Links to further information	<ul style="list-style-type: none"> • Programmes for the Unemployed section of the Skills Funding Agency website.

Name of policy or programme	3.5 Young Person's Guarantee (YPG) – Routes into Work (RiW) (including Care First Careers)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Routes into Work is one of four strands of the YPG. The others are Work Focused Training (Skills Funding Agency funded), Future Jobs Fund and Community Task Force (DWP funded). • The training is in nationally agreed sectors with current vacancies. This initially included Retail Hospitality, Leisure, Tourism, Travel, Facilities Management and Security, with further sectors now added: <ul style="list-style-type: none"> • Care (known under the brand 'Care First Careers') • Health • Contact Centres • Energy and Utilities • Food and Drink Manufacturing • Agriculture • Construction • Manufacturing • Creative and Cultural • Logistics. • The programme will support 18-24 year old's, referred by Jobcentre Plus, who have reached the 26 week stage of their Jobseekers Allowance Claim. • The take up of RiW pre-employment training is on a voluntary basis until March 2010. From April 2010 taking up one option of the Guarantee will become mandatory for JSA claimants aged 18 – 24 before they reach the 10 month stage of their claim. • The training can be up to eight weeks in length and can include generic/employability skills if requested by a recruiting employer as well as careers advice if appropriate. • Delivery is on a full time basis, with Jobcentre Plus paying Travel and Childcare.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Referrals to the programme are made by Jobcentre Plus. • Jobcentre Plus will support clients with travel and childcare payments as appropriate and participants will be placed onto a training allowance. • Providers will need to establish good working relationships with their local Jobcentre Plus and employers. • Sector Skills Councils (SSCs) will work to support providers delivering the programme, and will help raise awareness with employers. • High level of scrutiny of data by DWP meaning the timely reporting of data is crucial. • As this forms part of a guarantee, geographical coverage across all of England is required.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Invitation to bid, restricted to ER providers.
Policy lead	<ul style="list-style-type: none"> • Gareth Thomas, Head of Employment and Skills
Links to further information	<ul style="list-style-type: none"> • Programmes for the Unemployed section of the Skills Funding Agency website.

4 Learner Support

Name of policy or programme	4.1 Professional and Career Development Loans
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Professional and Career Development Loans programme is a nationally delivered scheme (one of a suite of learner support schemes aimed at adults). • Key points relating to the programme are: <ul style="list-style-type: none"> ○ A deferred repayment bank loan that can be used by a learner to support learning or training that enhances job skills and career prospects. ○ Like any bank loan the learner will have to repay the money they have borrowed, but we will pay the interest on the loan while they are learning and for one month afterwards. ○ Learners can borrow between £300 and £10,000. ○ Learners must be aged 18 years or over at the point of application. ○ Learner must fulfil the banks lending criteria and other scheme criteria including residency, in order to be eligible for the loan.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Professional and Career Development Loans are an enhancement of the long standing Career Development Loans scheme. They are intended to support a broad range of employment related learning up to and including postgraduate study.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Professional and Career Development Loans are nationally administered.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.2 Adult Learning Grant
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Adult Learning Grant is a nationally administered scheme (one of a suite of learner support schemes aimed at adults). • Adult Learning Grant provides income assessed support of up to £30 per week to adults (aged 19 plus) who are studying full-time for their first full Level 2 or Level 3 qualification. Individuals must meet the scheme criteria around eligible learning (12 hours of guided learning per week during the duration of the course, usually an academic year; full Level 2 or 3 course); income and residency.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Adult Learning Grant aims to encourage adult learners to participate in learning; to stay in learning; and to progress and achieve their first full Level 2 or first full Level 3 qualification. • It is targeted at low income, low skilled adults, aged 19 and over. • Adult Learning Grant is intended to support provision delivered at learning providers funded by the Skills Funding Agency (Learner Responsive funding model). Provision delivered via the Employer Responsive funding model is not eligible for support.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Adult Learning Grant is a nationally administered scheme.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.3 Free Childcare for Training and Learning for Work The Free Childcare for Training and Learning for Work scheme closed on 31 August 2010. No new applications for the scheme are being accepted.
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Free Childcare for Training and Learning for Work was a nationally administered scheme (one of a suite of learner support schemes aimed at adults). • Free Childcare for Training and Learning for Work supported adults (aged 20 years and over) by paying for childcare and travel costs while undertaking learning leading to work. • The aim of the scheme was to encourage parents to participate in learning or training that will help lead them into sustainable employment. • The scheme paid childcare (and transport) costs of up to £175 per child per week (up to £215 per child per week in London).
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The Scheme was aimed at low income two parent families where one parent is in work and the other parent is looking to enter learning or training. • The applicant must have had a household income of £20,000 or below in the previous tax year. • The scheme was designed to address a gap in funding for childcare for families who are unable to access the childcare element of working tax credit. • The learner had to be undertaking learning or training (at Level 3 or below) at a provider who is funded by the Skills Funding Agency.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Free Childcare for Training and Learning for Work was a nationally administered scheme. • If applications were assessed as eligible and the applicant took up the learning or training the costs of childcare were paid directly to the chosen Ofsted registered childcare provider.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.4 Adult Education Bursaries (AEB)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> ▪ AEB is a discrete scheme which enables long (and more recently, short) term residential provision at a select number of specialist colleges. The bursary can fund the accommodation and hardship costs of learners who are disadvantaged. The funding is for adults 19 and over. Four colleges make up the Long Term Residential colleges who access the AEB.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Improving Adult Skills. • Tackling the social exclusion agenda.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Ruskin College administer the AEB on behalf of the Residential Colleges Committee (RCC). The four participating colleges are: <ul style="list-style-type: none"> • Ruskin College • Northern College • Fircroft College, and • Hillcroft College. • The funding is allocated from the Young People’s Learning Agency (YPLA) directly to the RCC.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.5 Isles of Scilly Boarding Allowance
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The scheme pays travel and lodging allowance for learners aged 16-18 from the Isles of Scilly who need to access the mainland for post-16 provision, as there is none on the islands.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Meeting the needs of young people.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding is allocated from the YPLA to the Isles of Scilly local authority
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.6 Discretionary Learner Support (Hardship, Residential Bursary and 20+ childcare)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Provides hardship, residential and childcare financial support for learners (youth and adult), who would otherwise not be able to participate or remain in learning. • Hardship funding for adults' supports costs including transport, course costs and other emergency financial support needs. • Residential bursary funds support costs for learners who need to be residential at, or near to, the college campus because of the requirements of their course. There are currently 48 colleges in the land-based or art and design sector who participate in the funding. • 20+ childcare funding may only be awarded to fund childcare with a provider who is Ofsted-registered. Starting from August 2010 the Sixth Form College Childcare Scheme that provides financial support for childcare for parents studying at a school sixth form or sixth form college will be incorporated into the 20+ childcare allocations.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Meeting the needs of young people. • Improving adult skills.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding allocations are made directly to providers from Learner Support Directorate within YPLA using national allocations model.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

Name of policy or programme	4.7 Residential Support Scheme
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Residential Support Scheme provides financial support with accommodation costs for those learners needing to live away from home to study because their course is not available locally. For learners aged 16 and above. • The funding is targeted primarily at first Level 2 and Level 3 courses; however, there are particular circumstances in which this rule may be waived. • Not normally available for those institutions participating in the Residential Bursary Fund.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Meeting the Needs of Young People. • Improving Adult Skills.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • This is a nationally administered scheme • Funding paid to learning providers who pass this on to landlords and accommodation providers in respect of individual learners.
Policy lead	<ul style="list-style-type: none"> • Claire Mycock, Head of Adult Learner Support, Funding and Policy

5 Cross-Cutting – provision and quality

Name of policy or programme	5.1 The Adult Entitlement
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Learning and Skills Act (2000), was amended by the Education and Skills Act 2008, and creates a new legal entitlement for eligible adults aged 19 and over, to access a course of study leading to certain accredited qualifications (identified in the Act as ‘specified qualifications’) free of tuition fees. • The legal entitlement is divided into four qualification categories and eligibility for the Adult Entitlement, in one or more of the four categories, depends on whether an individual has yet to achieve the equivalent of: <ul style="list-style-type: none"> ○ a Level 1 Literacy qualification; ○ an Entry Level 3 Numeracy qualification; ○ a full Level 2 qualification; or ○ a full Level 3 qualification. • The list of ‘specified qualifications’ within scope of the Adult Entitlement is published and regularly updated • Please note that the Adult Entitlement at Level 2 is limited to vocational qualifications and eligibility for the Adult Entitlement at Level 3 is limited to adults aged between 19 and 25 years.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The legal entitlement means that eligible adults have the guarantee of a course place ‘which is suitable to their requirements’. However, this does not necessarily mean that the course place has to be available with immediate effect or with a particular learning provider, since the legislation acknowledges that the provision itself needs to be ‘of a quantity sufficient to meet the <i>reasonable</i> needs of individuals.’ • The new legal entitlement came into force in time for the 2009/2010 academic year, (i.e. from August 2009). The Apprenticeships, Skills, Children and Learning Act 2009, automatically transfers the duty to provide these legal entitlements for eligible adults to the Skills Funding Agency. • Eligibility entitles the individual to access a course that, on successful completion, leads to the award of one or more of the specified qualifications in these categories without having to pay tuition fees (see above). • In addition to the waiving of tuition fees, eligible adults accessing their entitlement to a course of study which leads to one of the specified Literacy or Numeracy qualifications <i>will not have to pay any fees that relate to awarding body assessment, testing or certification costs</i>. • However, awarding body fees are payable by eligible adults accessing their entitlement to a full Level 2 vocational qualification or a full Level 3 qualification. • NB: The Skills Investment Strategy 2010-11 allows for a wider range of qualifications than those in the list of specified qualifications which may be accessed free of tuition fees by eligible adults, these include: <ul style="list-style-type: none"> ○ eligible skills for life qualifications ○ other first full Level 2 qualifications (i.e. not just first full Level 2 <i>vocational</i> qualifications) ○ access to a first, full Level 3 qualification where the individual does not have a first full Level 2 but is capable of achieving a first full Level 3 (so-called Level 3 jumper)
Policy lead	<ul style="list-style-type: none"> • Jon Gamble – Director of Advancement Agency • Louise Proctor – Head of Advancement Service

Name of policy or programme	5.2 Framework for Excellence (FfE)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The FfE is the Government's performance assessment framework for further education colleges and post-16 education and training providers. It: <ul style="list-style-type: none"> ○ provides robust and timely information on the performance of post-16 providers ○ will provide commissioners and funders of provision with consistent and comparable data ○ will give learners, parents, carers, careers teachers and advisers, employers and skills brokers information to make informed choices ○ will drive up quality by setting out clear and measurable standards of excellence ○ provides evidence to inform, policy, planning, and funding. • Training Quality Standard (TQS) is the standard set to demonstrate excellence in delivering skills solutions to employers. It also allows providers to demonstrate their excellence in a number of sector fields through the achievement of Part Bs. It is a voluntary standard at present, but increasingly those providers who achieve are performing far better than those who have not achieved.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • FfE is formed from a set of key performance indicators (PIs), covering success rates, the views of learners and employers, learner destinations and finance. • It currently applies to all FE provision funded through the 16-18, employer responsive or adult earner responsive funding streams in colleges and other independent training providers. From 2010 they will be joined by higher education institutions delivering FE and the University for Industry (Ufi). • From 2010, subject to successful piloting, FfE will be applied to all schools with sixth forms. • The FfE links directly to the National Commissioning Framework and is part of the key set of tools account managers will use in their monitoring of providers. • Implementation of the FfE, including participation in the Learner and Employer Views surveys, is a contractual requirement. Therefore colleges and providers need to be aware of, and implement, its operational requirements. • FfE scores and grades for each of the PIs are produced annually. 2009 results for each provider are accessible through the Provider Gateway (PG). The results for 2010, which will be produced in May/June, 2010 will also be accessible on the PG. • Ofsted use FfE outcomes to schedule their inspection cycle and to inform their inspection judgements. • Providers should be using FfE outcomes as evidence in the self-assessment reports that they will be uploading to the PG by end December 2010.
Policy lead	<ul style="list-style-type: none"> • Christine Doubleday, Director of Provider Accreditation and FfE
Links to further information	<ul style="list-style-type: none"> • Framework for Excellence section of the Skills Funding Agency website.

Name of policy or programme	5.3 Strategic Intervention
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Intervention Strategy sits within the post-16 Quality Assurance System and sets out the approach that will be taken when significant performance or management problems are identified in a provider for which the Skills Funding Agency is the lead organisation.
Priorities or critical areas	<ul style="list-style-type: none"> • The Skills Funding Agency is responsible for quality assuring provision delivered in general further education colleges and other training organisations with which it contracts. • The primary responsibility for the quality of provision rests with the individual provider. • Poor and inadequate provision will be identified and tackled quickly. • Providers who do not respond to opportunities to improve will not be funded. • In cases of significant underperformance in relation to quality of provision or financial stability a formal notification of our concerns and requirements will be issued to the provider. The policy on Notices to Improve will be revised and re-issued. • Providers will be expected to undertake a review of options for the continued delivery of provision. Guidance will be published on the potential range of options that might be considered. • When a course of action is agreed that is judged to be likely to lead to the required improvement the account manager will monitor the actions and improvement against agreed indicators on a regular basis. • If the agreed course of action for a college involves a merger the reorganisations process must be followed. A revised and streamlined process for reorganisations will be published in spring 2010. • In the case of a college if agreement cannot be reached on an appropriate course of action the Chief Executive of Skills Funding may use his Statutory Powers of Intervention to remove members of the governing body, to appoint new members to the governing body or to give the governing body directions. A revised Statutory Intervention Policy will be published in spring 2010. • In the case of other types of provider if agreement can not be reached on a way forward the provider may be removed from the Approved College and Training Organisation Register (ACTOR). • Protocols are being developed to ensure effective joint working with relevant local authorities and the YPLA on intervention and reorganisations.
Policy lead	<ul style="list-style-type: none"> • Christine Doubleday, Director of Provider Accreditation and FfE

Name of policy or programme	5.4 Skills for Life (literacy, English for speakers of Other Languages (ESOL) and numeracy)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> Skills for Life (SfL) is the Government's national strategy for improving the literacy, English language and numeracy skills of adults, aged 16 and upwards, through the delivery of literacy, English for Speakers of Other Language (ESOL – see separate summary) and numeracy provision. In particular it aims to improve the skills of hard to reach groups such as those who are unemployed, low skilled and in employment, offenders and other groups at risk of social exclusion.
Priorities or critical areas of focus	<ul style="list-style-type: none"> The Skills Funding Agency funds all levels of SfL provision from pre-entry to Level 2. The funding of SfL programmes has changed from 2010/11. Full, approved numeracy qualifications at entry level will continue to be funded at the programme weighting of 1.4, this is to prioritise the delivery of numeracy provision which is required to meet the challenging numeracy agenda. All other SfL provision will be funded at 1.2 programme weighting. Numeracy: The numeracy target is particularly challenging, due to the greater identified need for numeracy skills in the population and less qualifications at entry Level 3 that can contribute towards it. To counter this provider's should ensure they offer numeracy initial assessments to their literacy and ESOL learners and provide appropriate provision where necessary. Providers should note the higher level of funding available for numeracy provision and look to develop support and staffing to meet the increased demand. Embedded: Research by the National Research and Development Centre (NRDC) highlighted the increased retention and success rates that embedding Skills for Life qualifications into vocational qualifications can achieve, particularly at Levels 1 and 2. Providers should promote the use of high quality embedded delivery. Functional Skills in English and Mathematics are new qualifications (that fall within the Skills for Life suite of provision) that will replace Key Skills in Application of Number and Communication from August 2010. Functional Skills qualifications still have to be accredited onto to QCF and this is unlikely to be until 2012, the Skills Funding Agency will continue to fund them in the interim. BIS will take a decision in Spring 2010 as to whether the Functional Skills will replace the Certificates in Adult Literacy and Numeracy. Functional Skills in English will not replace the Certificate in ESOL Skills for Life. These SfL certificates are also not accredited on to the QCF, however the Skills Funding Agency will continue to fund them until a decision is made about their replacement.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> Skills for Life programmes can be delivered and funded through all Skills Funding Agency budgets, including Adult Learner Responsive, Employer Responsive (within Train to Gain, Employability Skills Programme, Apprenticeships), Personal and Community Development Learning (PCDL) and European Social Fund (ESF). Additional programmes/projects for Skills for Life are also funded separately such as Family Literacy, Language and Numeracy (FLLN).
Policy lead	<ul style="list-style-type: none"> Ann Jones, Head of LLDD, Sfl, ESOL and FLT
Links to further information	<ul style="list-style-type: none"> Skills for Life: Changing Lives Strategy Functional Skills Website Fact Sheet 8: Delivering embedded literacy, language (ESOL) and numeracy in post-16 vocational programmes

Name of policy or programme	5.5 English for Speakers of Other Languages (ESOL)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • ESOL forms part of the Skills for Life strategy, alongside literacy and numeracy, whose aim is to widen participation and help to upskill those with the lowest skill levels. • Increasingly ESOL provision has received separate attention from Ministers due to the huge implications it has on social and economic agendas. • <i>A New Approach to ESOL</i> was launched in May 2009. It aims to prioritise ESOL funding to those who form part of the many settled communities in England and migrants who are committed to staying in the UK. • The new approach gives local authorities the lead role to bring local partners together and assess what ESOL provision and services are required in their locality against what is being delivered. Then together with their ESOL provider/s develop a plan of action. • These plans should not just consider Skills Funding Agency funded ESOL but all local funding sources that can be utilised to support a more focused local approach. • The Skills Funding Agency funds all levels of SfL ESOL provision from pre-entry to Level 2. All SfL ESOL provision attracts 1.2 programme weighting.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The Skills Funding Agency will promote this approach and within the standard eligibility and funding rules be sympathetic to changes this local partnership wants to bring to Skills Funding Agency funded ESOL provision. This could result in an increase in pre-entry and entry level provision, change the way provision is delivered - where it is delivered, ie more community based; when, ie in the evenings or weekends; how, ie short intense provision. • The Data Service will produce annual ESOL data sets (March) for account managers and local authorities so current delivery patterns can be seen.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> ▪ ESOL funding is drawn from the Skills for Life budget and is allocated on historic volumes of funding.
Policy lead	<ul style="list-style-type: none"> ▪ Ann Jones, Head of LLDD, SfL, ESOL and FLT

Name of policy or programme	5.6 Learners with Learning Difficulties and/or Disabilities (LLDD)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Policy and arrangements for Adult Learners on Skills Funding Agency funded learning programmes who are either in receipt of additional learning support and/or have a self declared learning difficulty and/or disability (except 19-25 year olds with a s139A Learning Difficulty Assessment, these learners are the responsibility of YPLA/local authorities)
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Adult learners with LDD are a priority for the Skills Funding Agency with commitments made that they will remain a priority (“Skills for Growth”, BIS, Nov 2009); and to maintain opportunities (“Skills Investment Strategy”, BIS, Nov 2009) The Agency will be ensuring that there is appropriate provision within an effective curriculum that leads to increased independence and employability. It is important that all Skills Funding Agency providers recognise this priority and the policy and funding support available to them. Projects have been commissioned or work with partners started as outlined below: <ul style="list-style-type: none"> ○ Funding and allocations– providing policy guidance for the appropriate use of Developmental Learning to meet priorities within Adult Responsive Learning ○ Post Machinery of Government (MoG) arrangements for 19-25 year olds in receipt of High Level Additional Learning Support (ALS) (amounts over £5,500) reflecting the change of statutory duty that will lie with local authorities for learners with a S139A Learning Difficulty Assessment and the associated funding issues this presents for the Skills Funding Agency and YPLA. <p>Other developments</p> <ul style="list-style-type: none"> • Identifying effective practice in the delivery of learning to adult LLDD and effective multi-agency partnerships. • Developing employment and supported-employment solutions for adult LLDD working with Jobcentre Plus Access to Work. • Proposed review and reform of Additional Learning Support – particularly in Employer Responsive Learning. • Curriculum reform – to deliver the aims of ‘Learning for Living and Work’ in light of the QCF and Foundation Learning.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • There are more than 250,000 learners across SFA funding streams and programmes either self declared as LDD and/or in receipt of some form of ALS. • Dedicated provision for learners with more complex difficulties and/or disabilities is funded mainly through Developmental Learning and through Foundation Learning though self-declared LLDD can be found throughout Skills Funding Agency funded programmes. • ALS is provided in ALR and ER funded programmes and is subsumed into the funding allocations in other programmes (OLASS, ASL etc.).
Name of national lead and directorate in which they are based	<ul style="list-style-type: none"> • Ann Jones, Head of LLDD, Sfl, ESOL and FLT

Name of policy or programme	5.7 Qualifications and Credit Framework (QCF) Implementation
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The QCF is a new framework for recognising qualifications built on units and credits. It supports greater flexibility and responsiveness through credit accumulation and transfer. • The QCF is a central part of delivering a more responsive, inclusive, flexible and demand led post 19 further education skills system.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • From August 2010 it is the intention that Skills Funding Agency begins to focus funding on QCF provision. • From August 2010 the Agency will start to actively manage down National Qualifications Framework (NQF) provision and NQF qualifications will not be funded for new starts from 31 July 2010 where an appropriate QCF offer is accredited and has been confirmed for funding. • From 1 January 2020 the Agency intends to fund a comprehensive QCF offer and ensure that the widest possible range of QCF provision is available for learners. • During 2010 the Agency will publish a list of NQF qualifications where it is intended to cease funding for new starts in June (with funding for new starts ceasing from 31 July 2010) and at the end of September (where funding for new starts will cease from 31 December 2010). Going forward the Agency will publish each January a list of qualifications where funding for new starts will cease in advance of the new delivery year. • From 1 April 2010 the Agency is responsible for confirming provision for public funding. Where that provision is vocational; the Agency has sought the advice of appropriate sector organisations. The Agency will review its process for confirming public funding in order to ensure that the widest possible range of QCF provision is available and that learners and employers have the widest possible choice. • In the context of the QCF, the key messages that providers need to understand are: <ul style="list-style-type: none"> • There will be no significant changes to the funding methodology in 2010/11, but work is underway to ensure that funding and performance can actively support flexible delivery and credit accumulation and transfer from 2011 with the aspiration of a funding and performance approach based on credit from August 2012. • The development of QCF success measures, including a new performance measure, a Credit Success Rate (CSR) to sit alongside the Qualification Success Rate (QSR) is being undertaken to provide a more holistic measure of provider performance and better support the flexibilities of the QCF • Unit funding trials will continue and be expanded to Offender Learning and Skills Service (OLASS) and Qualify with a Business. • Sector organisations are identifying vocational QCF qualifications which can be confirmed as target full Level 2 and Level 3. • The Skills Funding Agency has responsibility for identifying non vocational QCF qualifications for public funding. • The Skills Funding Agency are undertaking work on business systems and processes, including the Learning Aims Database (LAD), to ensure it can better align to the QCF and to manage down the time it takes for a qualification to move from accreditation to delivery. • The Skills Funding Agency is committed to supporting the full flexibilities of the QCF, particularly in terms of driving the demand

	for credit accumulation and transfer and so realise the benefits of the new framework for learners and employers.
Policy lead	<ul style="list-style-type: none">• Janet Ryland, Head of Learner Offer and Qualification and Credit Framework

Name of policy or programme	5.8 Qualify with a Business (QwaB) (<i>working title</i>)
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Qualify with a Business proposal announced in <i>Skills for Growth</i> will enable adults in FE colleges to develop key business skills alongside their vocational training so that they are both qualified in a vocational area and ready to run a business. • Information and support on self employment and business start up will also be available from Business Link with opportunities to meet small business owners and self employed individuals and signposting to relevant financial support and incubation facilities.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The one year pathfinder will involve learners on substantial vocational Level 3 courses at colleges with the potential for it to become part of the mainstream offer. Participation will be voluntary and based on the pathfinder colleges seeing this as a priority for their allocated Adult Learner Responsive (ALR) budget. • Closer working between colleges, Regional Development Agencies (RDAs) and Business Link is anticipated so that the information and support on self employment and business start up is readily available to learners including signposting to relevant financial support and incubation facilities. • The focus of the pathfinder will be on a range of sectors/occupational areas where business start up is critical / significant – both traditional and potential growth areas. This will be agreed with the RDA to ensure ‘fit’ with local / regional economy and conditions. • It is anticipated that up to five colleges per participating region may be involved. The pathfinder will initially start in four regions; Yorkshire and the Humber, East Midlands, North West and North East. However, it is open to other regions to participate if the Skills Funding Agency and RDA judge that they have the necessary capacity in the region - in terms of management resources, business skills provision and business support services - to deliver Qualify with a Business. • The project is led by BIS through a project governance board including: BIS chair; Skills Funding Agency national and regional representation, East Midlands Development Agency (co-ordinating with other RDAs) and a Business Link representative will oversee the development of the pathfinder, setting milestones, monitoring progress against those milestones and setting in place corrective action, as necessary. • Delivery is expected to start from August 2010.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Qualify with a Business provision will form part of the college’s ALR offer and will be funded through this budget. Two possible qualification and funding approaches are expected. Both these options will use provision from the Qualifications and Credit Framework (QCF) and the pathfinder will parallel the wider implementation of vocational qualification reform and the QCF. The options are: <ul style="list-style-type: none"> • (i) Through the delivery of QCF units by extending the current Unit Funding Trials (funded through developmental learning) to include permissible and fundable Qualify with a Business units. The colleges involved in these pathfinders who wish to include these units in their developmental learning offer will use their existing Adult Learner Responsive (ALR) funding allocation to support Qualify with a Business units and these would be a priority in developmental learning. • (ii) By including Qualify with a Business units as part of Level 3 QCF qualification through rules of combination. This means that the

	<p>vocational qualification will include optional Qualify with a Business units taken as part of the Level 3 qualification.</p> <ul style="list-style-type: none"> • Participating colleges will therefore be delivering Qualify with a Business QCF units as part of either their developmental learning or their Level 3 activity and outcomes will 'count' in the relevant area. This focus is expected to be on delivering Qualify with a Business as part of mainstream activity supplied by the college's existing ALR allocation.
Policy lead	<ul style="list-style-type: none"> • Gaynor Field –Head of Funding Policy Development and Implementation
Links to further information	<ul style="list-style-type: none"> • The Qualify with a Business proposal announced in <i>Skills for Growth</i> will enable adults in FE colleges to develop key business skills alongside their vocational training so that they are both qualified in a vocational area and ready to run a business. • Information and support on self employment and business start up will also be available from Business Link with opportunities to meet small business owners and self employed individuals and signposting to relevant financial support and incubation facilities.

6 CROSS CUTTING - SERVICES

Name of policy	6.1 Skills Accounts
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • Following the conclusion of trials of Skills Accounts, the service and functionality from the website have been integrated into the new Next Step service. This means that all adult learners will be eligible to register online with Next Step and be able to access the functions that were previously available through Skills Accounts. Registration will also provide adults with a secure online personal space which they can access whenever they need to, enabling them to keep track of their progress. During the trials over 100,000 people requested a Skills Account. • Customers who have previously registered for a Skills Account will be able to access their My Next Step secure personal online space using the same username and password. • The website and the facility to register for Next Step now form part of the new integrated service offer. Learning providers will continue to be encouraged to help adult learners to register with Next Step.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The recent Evaluation of Skills Accounts: Universal, IES and Level 3 trials” (BIS - July 2010) included evaluation of the universal offer and a number of smaller trials with particular customer groups. Evaluation has shown that 94% of users thought Skills Accounts were a good idea, and around 70% thought that they were useful to them personally. A final report of the Skills Accounts trials will be published in the autumn, and this is expected to inform future policy developments. • The BIS document Skills for Sustainable Growth - Consultation on the future direction of Skills Policy (July 2010) sets out plans for the future skills systems and this includes proposals for Lifelong Learning Accounts (LLAs). As well as promoting the benefits of learning to adults, LLAs would also be used by colleges and training organisations to help engage people in learning, particularly the disadvantaged. We can therefore expect all Skills Funding Agency funded providers to have a keen interest in the emerging policy.
Policy lead	<ul style="list-style-type: none"> • Jon Gamble • Jonathan Dalton

Name of policy or programme	6.2 Next Step, the adult careers and skills service
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • As signalled in the response to Lord Leitch's report, existing discrete careers advice services have been replaced with a universal integrated adult careers and skills service. The service was introduced from 2 August 2010 under the brand of Next Step for the telephone and face-to-face elements of the service. The website is due to launch shortly. • The service provides personal, relevant advice on getting on in work and life, reflecting individual needs and situations. It is available to all adults (aged 19 and over) in England. Jobcentre Plus clients or those in custody aged 18 and over may access the service, and will receive personalised help and support. People, who require more intensive, ongoing support, will get that support on the basis of their need. • Next Step will provide - either through an adviser (face-to-face/phone) or online: <ul style="list-style-type: none"> - professional information and advice on careers and skills - access to up-to-date labour market information - a Skills Health Check - access to real time information on available courses through the Course Directory - the facility to register for Next Step, which will provide registrants with a secure personal online space: My Next Step - referral to and from a wide range of relevant and specialist services and agencies and - in time, may also offer automated course enrolment; either online or supported by an adviser (however, some adjustment may be required for offenders in custody).
Policy lead	<ul style="list-style-type: none"> ▪ Jon Gamble ▪ Louise Proctor
Links to further information	Next Step website

7 CROSS-CUTTING – OTHER

Name of policy or programme	7.1 Single Equality Scheme
Brief description of policy or programme including target group	<ul style="list-style-type: none"> The Single Equality Scheme describes how the organisation meets its legal duties for promoting equality, and embeds equality within everything it does.
Priorities or critical areas of focus	<ul style="list-style-type: none"> All public bodies are responsible for meeting the public equality duties set out in legislation. The Skills Funding agency is developing a Single Equality Scheme. To meet minimum legal duties, Account Managers should assure themselves that the providers they commission are compliant with all relevant legislation relating to gender, race, disability, sexual orientation, religion/belief, age and transgender equality, and the statutory codes of practice for education published by the Equality and Human Rights Commission. Regardless of whether individual providers are subject to the public duties, Account Managers must ensure that the provision we fund enables us to meet our own duties to: <ul style="list-style-type: none"> promote equality of opportunity by race, gender and disability eliminate unlawful discrimination and harassment by race, gender and disability promote good relations between people of different racial groups promote positive attitudes towards disabled people encourage participation by disabled people in public life take steps to take account of people's disabilities, even where that involves treating disabled people more favourably than others. Account managers should use commissioning arrangements and evidence-based monitoring to satisfy themselves that learning providers have policies and processes in place to ensure learners and potential learners from all groups have a fair and equal chance of access, success and progression. This is likely to include: <ul style="list-style-type: none"> contractual and funding obligations regarding equality monitoring of participation and success data by gender, disability, learning difficulty, ethnicity and age progress judgements about the hardest to help learners where formal success rates are not appropriate agreed equality goals to address gaps other evidence such as inspection and self-assessment All public bodies are required under existing equality legislation to assess all policies for their impacts on equality, both as they are developed and as they are evaluated. This includes decisions about funding.
Policy lead	<ul style="list-style-type: none"> Christine Doubleday, Director of Provider Accreditation and FfE
Links to further information	<ul style="list-style-type: none"> Equality and Diversity in Self-Assessment: guidance for colleges and providers Equality and Human Rights Commission: Guidance for education providers Equality and Human Rights Commission: Guidance for funders

Name of policy or programme	7.2 Third Sector Engagement
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The contribution of the third sector is valued to the learning and skills agenda, noting that this sector reaches further into disadvantaged groups and with higher achievement rates than other non third sector providers within these group • The policy is articulated by the Working Together strategy, published in 2004, which stresses the Governments commitment to the third sector (as defined by the Treasury and comprising charities, voluntary organisations, social enterprises, co operatives, community interest groups and mutuals). This strategy is further enhanced by Working Together: Five years on published in March 2009, and a publication on the key issues in relation to the transfer to the YPLA and Skills Funding Agency for the third sector. • The Skills Funding Agency will be bound by the Compact (the written agreement between Government and the third sector on the relationship between the two).
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The Skills Funding Agency design principles agreed in November 2008 include the commitment to involve the third sector and that they will have “easy access to funding” • The Compact offers guidance about a range of issues, and should be read and understood by all account managers working with the third sector. • The recognised provider representative for the sector is the Third Sector National Learning Alliance. • There is a detailed account of the contribution of the third sector to targets and priorities on the website which is a research document produced by IFF Research. • Further information can be found on the Skills - Third Sector website. • The Skills Funding Agency is currently working with TSNLA to produce a clear and more robust approach to sub-contracting. This is an important issue for the significant numbers of third sector providers who currently act as sub-contractors and will become increasingly important as a result of the introduction of minimum contract levels.
Policy lead	<ul style="list-style-type: none"> • Mike Bell, Portfolio Provider Account Director (Central Region)

Name of policy or programme	7.3 Migration – delivering the skills needed in specific occupations where currently migration (from non-EEA countries) is required.
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The Migration Advisory Committee (MAC) publishes a list of specific occupations (partially revised every six months) which details the skilled (at Level 3 and above) occupational areas where employers can apply to recruit non-EEA migrants to fill job vacancies (the ‘shortage occupation list’). • The shortage occupation list is derived from detailed and thorough qualitative and quantitative analyses which have informed the MAC judgements
Priorities or critical areas of focus	<ul style="list-style-type: none"> • The shortage occupation list focuses exclusively on occupational areas requiring Level 3 and above skills levels. • Shortage occupations are listed by occupational areas (Standard Occupational Classification (SOC) codes) although shortages are typically only in quite specialised sub-sets of the broad occupational area, for example, in the occupational area ‘care assistants and home carers’ (SOC 6115) only ‘skilled senior care workers’ are on the shortage list. • Qualifications relevant to shortage occupations are not specified by MAC. • Many of the occupations on the shortage list require degree or post-graduate qualifications; a relatively small sub-set relate to FE sector provision, although the employer need/demand is relatively high in some of the FE-related occupations. • The main occupational areas relevant to FE on the most recent shortage list (full report published March with minor technical amendment affecting skilled work riders published April 2010) are: - <ul style="list-style-type: none"> ○ Senior skilled care worker (with supervisor responsibilities) ○ Skilled chefs (particularly those specialising in ethnic Oriental and Asian cuisine) ○ Some engineering technician roles that learners completing Advanced Apprenticeships in Engineering might move into ○ Skilled work riders (typically working with racehorses) ○ Butchers and meat cutters (only skilled meat boners and skilled meat trimmers) ○ Some specialist welding, metal working and line repairer occupations.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Funding is not allocated for the delivery of specific qualifications but colleges and providers are expected to respond to local (and regional and national where relevant, for example specialist provision) employer needs to deliver training which will enable employers to recruited skilled workers from the home population rather than having to recruit non-EEA migrants.
Policy Lead	<ul style="list-style-type: none"> • Pam Vaughan, Strategic Skills
Links to further information	UK Border Agency - Migration Advisory Committee report: third review of recommended shortage occupation lists for the UK and Scotland.

Name of policy or programme	7.4 European Social Fund
Brief description of policy or programme including target group	<ul style="list-style-type: none"> • The European Social Fund (ESF) programme establishes the national priorities for spending ESF money in line with the Lisbon agenda and the Government's employment and skills strategies. ESF provides additional investment to support and enhance Skills Funding Agency priorities, to enable those at a disadvantage to approach, access and benefit from employment and skills opportunities. • ESF contributes to sustainable economic growth and social inclusion by extending employment opportunities and by developing a skilled and adaptable workforce. In particular, ESF targets: people without basic skills and with no or low qualifications; young people not in education, employment or training (NEET) or at risk of becoming NEET; people aged over 50; ethnic minorities; lone parents; and other disadvantaged groups.
Priorities or critical areas of focus	<ul style="list-style-type: none"> • Skills Funding Agency Senior Account Directors will have overall responsibility for ESF. Planning, commissioning, procurement and management of contracts and Co-financing Plan performance will be integrated into Skills Funding Agency functions. The Skills Funding Agency will also operate ESF as a shared service for the YPLA and local authorities. • For adults, ESF will secure programmes for the unemployed and economically inactive, particularly providing support for those affected by the economic downturn, such as Apprenticeships and other work-based learning. ESF will also contribute additional and enhanced provision to mainstream programmes such as Train to Gain and Apprenticeships. • For young people, ESF will focus on those under 19 in jobs without training, securing provision of individually tailored packages of education and support to engage such learners. ESF will also enable provision for specific groups of disadvantaged young people (particularly NEET), narrowing the attainment gaps between advantaged and disadvantaged young people.
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> • Approximately £200m of annual ESF provision is procured through open and competitive tendering (OCT) on a three year cycle. However, the Skills Funding Agency may also take advantage of EU flexibilities to allocate funding where, in the case of negotiated funding, standard rates of unit cost are used.
Policy lead	<ul style="list-style-type: none"> • Julie Hobbins, Provider Services
Links to further information	<ul style="list-style-type: none"> • ESF website for England • ESF Operational Programme 2007-13

Name of policy or programme	7.5 Further Education Capital Programme
Brief description of policy or programme including target group	<ul style="list-style-type: none"> Capital funds are allocated to help qualifying further education (FE) and work-based training providers to improve the quality of learning environments for all learner cohorts (14/16-19 and adults) and to support Government priorities for adult and 16/19 education, training and skills and, in particular, "New Industries, New Jobs".
Priorities or critical areas of	<ul style="list-style-type: none"> For 2010-11 all capital funds for FE capital projects are already contractually committed to ongoing approved projects (22 new projects approved since March 2008) with a further £700 m contractually committed for the next three year period to 2013-14. Just over £200 million remains to be committed for that period and decisions will be taken later this year in conjunction with BIS and Treasury on the priorities and timescales for allocating these uncommitted funds. In the meantime the Skills Funding Agency is unable to accept new applications for capital support from providers. The Regional Skills Capital Development Fund and national Skills Capital Project Fund are committed for 2010-11 and final applications for capital funds in support of projects for National Skills Academies (NSAs) were due to be received on or before 31 March 2010 with allocations to be determined in May. Funding for new Adult Supported Learning and Neighbourhood Learning in Deprived Communities projects will be unavailable in 2010-11 and new applications will not be accepted. The Skills Funding Agency will continue to administer FE colleges' requests for consent to acquire, sell or develop property assets and associated borrowing consents. Any new capital-related activity by the Skills Funding Agency for the next spending review period beyond that summarised above will be dependant on the outcome of the Government's next spending review later this year.
Policy Lead	<ul style="list-style-type: none"> Philip Head – Director of Capital, College and Learner Provider Services

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