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5 November 1999

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# CIRCULAR

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**Extension of the Widening  
Participation Factor for  
1999-2000**

Cheylesmore House  
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To

Principals of colleges  
Heads of external institutions  
Heads of higher education  
institutions receiving Council funds  
Chief education officers

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Circular type

Response to consultation and  
guidance

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Summary

Confirms the arrangements for  
extending the widening  
participation factor to additional  
specific groups of students for  
1999-2000.

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Reference number: 99/42

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Enquiries:  
Regional directors  
Website <http://www.fefc.ac.uk>

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**99/42**

# Extension of the Widening Participation Factor for 1999-2000

## Introduction

1 This circular confirms the arrangements for extending the widening participation factor for 1999-2000, following consultation in Circular 99/22 and explains a change to the allocation of European social fund (ESF) matched funding.

## Background

2 Circular 99/22 proposed three extensions to the coverage of the widening participation uplift factors for 1999-2000. The following would be eligible for an uplift:

- specific groups of students (see paragraph 11)
- all students studying predominantly basic skills (see paragraphs 13 to 16)

- students benefiting from ESF and possibly other forms of funding (see paragraphs 17-22).

3 There were 255 responses, which are summarised in annex A.

## Responses to Consultation

4 There was strong support for the proposal to extend the widening participation factor to specific groups (96%) and to extend the uplift factor to basic skills students (95%). The proposal to offer an uplift factor for students benefiting from European funding was less strongly supported (71%), although there was still a clear majority in favour.

5 The arrangements for implementing the extended coverage of the widening participation uplift factor are set out in the following sections.

### Specific groups

6 There was strong support (92%) for the groups of students proposed in Circular 99/22.

7 The groups shown in table 1 were mentioned by more than five respondents.

**Table 1. Groups of students mentioned by five or more respondents**

<i>Specific group</i>	<i>Number of responses supporting inclusion</i>	<i>Council response</i>
Ex-offenders	32	Supported
Students whose statutory education has been interrupted	25	In original proposal
Long-term unemployed people	21	Not supported; already targeted by a range of government initiatives
Single parents	20	Not supported; not a clear and homogenous widening participation group
Students with profound or multiple learning difficulties	16	Additional support is the appropriate funding channel
Students caring full time for dependent relatives at home	14	Supported
Ethnic minorities and	13	Not supported at this stage; not a clear homogenous widening participation group
Rural deprivation or isolation	12	Not supported; not a clear and homogenous widening participation group
Students recovering from alcohol or drug dependence	8	Supported
Residents of former coalfields taskforce areas	6	Not supported; not a clear and homogenous widening participation group

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8 The criteria for supporting proposals for additional specific groups were:

- the group was not already targeted by another aspect of the funding methodology
- the group was not already targeted by other government policies
- group members shared a characteristic which could be expected in most cases to make them eligible for widening participation funds.

9 As a result of those criteria:

- the Council supports three proposals for extension: ex-offenders; full-time carers; drug or alcohol dependency recoverers
- one proposed group was included in the original circular; interrupted education
- one proposed group, students with profound or multiple learning difficulties, is already targeted by another aspect of the funding methodology (additional support).

10 The remaining five groups are not supported:

- long-term unemployed people; this group is already targeted by other government initiatives such as New Deal
- single parents; single parenthood does not necessarily mean the person has financial or other difficulties. Those single parents on means tested benefits qualify automatically for fee remission. Those on low income are likely to be included through the existing deprivation index based approach, which takes account of unemployment and children in low income families
- ethnic minorities; ethnic minority groups vary widely in their participation in learning. Being a member of an ethnic minority group is not a specific reason for qualifying for a widening participation uplift. This point is stressed by those who compiled the deprivation index. It is the case that members of some ethnic minorities are disproportionately represented in relatively deprived areas so that members of some ethnic minority groups already benefit substantially from the current factor

- rural deprivation or isolation; this proposal is unspecific since not all students living in rural areas face barriers to participation
- residents of former coalfields taskforce areas; students in these areas are currently more likely than average to receive a widening participation uplift. In addition, under the European funding proposal, students in those areas will have an increased likelihood of receiving an uplift. As with single parents and ethnic minorities, the proposal is not sufficiently specific in identifying a group of students whom it is reasonable to assume would predominantly have characteristics that make them eligible for a widening participation uplift factor.

11 The full list of specific groups of students eligible for a widening participation uplift factor in 1999-2000 is:

- the homeless
- those living in hostels and residential centres
- those with mental health problems
- travellers
- those whose statutory education has been interrupted
- those in or who have recently left care
- asylum seekers
- refugees
- ex-offenders
- full-time carers
- those recovering from alcohol or drug dependency.

12 A technical discussion document confirming the codes to be used in the individualised student record (ISR) will be issued shortly. This will supersede the current provisional advice on page 65 of the *ISR Institution Support Manual 1999-2000*.

### **Basic skills students**

13 As well as near unanimous support for the proposal to offer a widening participation uplift to all basic skills students, there was strong support (78%) for the course and qualifications proposed as basic skills in the circular. These were in subprogramme areas 10A (numeracy); 10B (ESOL); 10C (literacy); 10F (students with learning difficulties and/or disabilities). Upon further review

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the Council proposes to exclude subprogramme 10F, since the programmes are not necessarily basic skills.

14 In response to consultation a number of other courses or qualifications have been agreed as being basic skills qualifications. These are listed in annex B.

15 The definition of basic skills is based upon subprogrammes and so includes all qualifications and courses which fall within the relevant subprogrammes, including schedule 2(e), 2(f) and 2(g) provision. A student is considered to be a basic skills student if all of most of their programme comprises basic skills qualifications. Institutions should use their judgement in determining whether a student's programme of study is primarily focused on basic skills.

16 Open college network (OCN) courses leading to external accreditation under schedule 2(d) are recorded using class codes, which do not contain sufficient information to allow a judgement as to whether they are basic skills. Where an institution judges that OCN provision does represent basic skills provision, it should contact its regional office and provide evidence of basic skills provision. The regional office will then confirm whether the students concerned are eligible for a widening participation uplift.

### **ESF students**

17 The proposal to apply a widening participation factor to all students whose training is supported by the ESF is confirmed. For clarity this should be recorded in ISR field S21, widening participation category, in addition to separate information on ESF recorded in the major and minor source of funding fields (Q11 and Q12). A student is eligible for the uplift for the whole of the teaching year, regardless of whether ESF support starts or stops at the beginning of the calendar year.

18 Institutions access ESF matched funding in respect of students on provision which is similar to, or the same as, provision already made by the institution. In such cases existing funding arrangements will continue to apply.

19 Some institutions have raised concerns in respect of the matched funding of new projects. On occasion the amount of funding available from the Council through the funding methodology is less than the element of matched funding that the institution has to provide. For example, if the total

costs per student are £1,000, and the ESF proportion is 45%, then the institution has to provide £550 (55%). If the Council funding for the students concerned through the funding methodology, 55% of the unit value of the program, is say £350 then the institution incurs an unfunded cost of £200.

20 Institutions will in future be able to claim a higher rate of widening participation funding, up to a maximum of a 25% uplift, in order to generate the necessary level of matched funding.

21 Institutions are asked to inform their regional office if they plan to claim an enhanced widening participation factor in order to generate ESF matched funding. Where an institution wishes to seek an increase in its funding allocation in order to accommodate the increased ESF matched units without displacing existing provision, it is asked to discuss this with the regional office at an early stage.

22 These adjustments are intended to assist institutions in benefiting from ESF funding. Further discussions are under way with the DfEE on the implications of *Learning to Succeed* paragraphs 4:10–4:12. The Council also held a seminar with leading sector ESF providers and intends to circulate the dialogue to ensure maximum take-up of European Union funds.

### **SRB and other-funded students**

23 In response to consultation, students benefiting directly from single regeneration budget (SRB) funding will also be eligible for a widening participation uplift factor. Where an institution intends to use this reason for claiming widening participation funds, it should first discuss the matter with its regional office to establish which SRB project is being used to justify additional funds and how the students affected are to be identified.

24 Appropriate codes will be made available in field S21 of the ISR.

25 A similar approach is proposed for education and health action zones and similar initiatives. The criterion is the same as for SRB.

### **Non-schedule 2 pilots**

26 The Council is funding non-schedule 2 provision on a pilot basis in 1999-2000. The students whose provision is being funded are eligible for widening participation funding if they

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meet one of the criteria which apply to students studying the schedule 2 programmes.

## Value of the Uplift

27 There were only a handful of responses supporting a higher uplift than the 6% proposed in the circular. Accordingly, the uplift for the three new categories of widening participation students will be 6% for 1999-2000, the average for current widening participation students.

28 Circular 99/22 explained that the secretary of state has invited the Council to increase this average to 10% by 2001-02 and it is proposed to increase the uplift for the new categories in paragraph 11 in line with any increase to the average for students whose uplift derives from the current index of deprivation method.

29 The proposal in the original circular regarding students eligible for more than one uplift is confirmed. In such cases the institution should choose the highest uplift.

## Audit Evidence

30 A number of respondents raised the question of how easy it would be to define specific groups precisely and others raised concerns about the level of audit evidence required.

31 Institutions are asked to use their professional judgement in interpreting the intention behind the specific group of students now eligible for widening participation. Similarly they are asked to use their judgement in deciding how much audit evidence to retain. Where such evidence is readily available, for example ESF support, it should be retained. In other cases, for example recovering from drug dependency, evidence may be harder to collect.

32 It is not a requirement for institutions to use the new categories of widening participation student. Some colleges have asked whether they will be required, for example, to ask all students at enrolment whether they are ex-offenders. This is not the case. Where a student's eligibility for widening participation emerges during their programme of study then the institution may amend its data and the additional funding will be allocated for the whole of the teaching year covered by the ISR return. This is consistent with current practice where the Council does not check data changes during the year unless they are systematic or widespread.

33 Where an institution uses the new categories of widening participation on a limited basis the Council will accept some gaps in the audit evidence. For example, where a student was recovering from drug dependency and the institution judged it was unreasonable to insist that the student provided documentary evidence of this, then written confirmation by the institution of its reason for claiming widening participation funding for the student will be acceptable. Institutions which make extensive use of the new categories should expect to be asked for audit evidence and should make every effort to retain evidence for the great majority of the students.

34 Institutions are asked to note that living in an SRB area is not sufficient in itself to justify claiming a widening participation uplift factor for a student. The student should benefit in a direct way from SRB funding. In cases of doubt institutions are asked to consult their regional office in the first instance.

## Other Matters

35 Proposals to allocate widening participation funds for 16-18 year-old students based on previous educational achievement will be published shortly.

36 The Council is undertaking case studies with four colleges that have raised particular issues about the operation of the current widening participation methodology. Two are from rural areas, one lies between two large cities and the other serves a coastal town. The results of this work will be published.

## Conclusion

37 This circular sets out some important extensions to the widening participation methodology, which offer institutions some discretion in identifying students eligible for a widening participation uplift factor.



## Summary of Responses to Circular 99/22

<b>Number of institutions which responded</b>		<b>255</b>				
<b>Proposed extension to widening participation factor for 1999-2000</b>		<b>Agree</b>		<b>Disagree</b>		<b>No response</b>
		<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>
<b>Specific groups</b>						
1	The Council's proposal to attach a widening participation uplift to specific groups of students is supported	246	96	9	4	0
2	The Council's proposal to apply the uplift to the groups listed in paragraph 8 is appropriate	231	92	19	8	5
3	Are there any other groups which should also qualify for an uplift?	130	62	80	38	45
<b>Basic skills students</b>						
4	The Council's proposal to attach a widening participation uplift to students undertaking basic skills work is supported	240	95	12	5	3
5	The Council's proposal to apply the uplift to the courses listed in paragraph 16 is appropriate	178	78	50	22	27
<b>Designated areas</b>						
6	The Council's proposal to attach a widening participation uplift to students benefiting from additional funding is supported	165	71	66	29	24
7	Are there circumstances in which an uplift of more than 6% could be justified?	59	30	139	70	57

## Additional Basic Skills Qualifications\*

<b>Qualification number</b>	<b>Awarding body</b>	<b>Qualification title</b>
00230091	CG	C and G 3796 in Entry Level English
00239042	NONE	Reading
00103475	RSA	Core Skills L1
00103476	RSA	Core Skills L2
00103477	RSA	Core Skills L3
00103478	RSA	Core Skills L4
00103479	RSA	Core Skills L5
00235234	NONE	Advanced ESOL Modular Programme (Enfield College)
00235243	NONE	Basic Skills Summer School (LEETE)
00235248	NONE	Adult Modular Programme Step 3 (OAKLA)
00235251	NONE	Progressing Literacy (HIGHB)
00235252	NONE	Progressing Numeracy (HIGHB)
00235253	NONE	Post Beginners ESOL (HIGHB)
00235255	NONE	ESOL Basic - 1 Year FT (READG)
00235256	NONE	ESOL Elementary - 1 Year FT (READG)
00235257	NONE	ESOL Intermediate - 1 Year FT (READG)
00235258	NONE	ESOL Basic - 1 Year PT (READG)
00235259	NONE	ESOL Elementary - 1 Year PT (READG)
00235260	NONE	ESOL Intermediate - 1 Year PT (READG)
00235261	NONE	Foundation Maths (NWBRY)
00235262	NONE	ESOL Provision (WOOLW)
00235263	NONE	ESOL Level 1 (WOOLW)
00235264	NONE	ESOL Level 2 (WOOLW)
00235265	NONE	Adult Basic Education (HUNTI)
00235275	NONE	Fresh Start English (Pre-Course) (KENCH)
00235276	NONE	Maths Basic (Pre-Course) (KENCH)
00235279	NONE	English for Parents (KENCH)
00235280	NONE	English and Sewing (KENCH)
00235282	NONE	Family Literacy (KENCH)
00235283	NONE	Read/Write/Spell (KENCH)
00235286	NONE	Numbers (KENCH)
00235297	NONE	ABE Basic Skills - Various (CORNL)
00235298	NONE	ABE Pre GCSE (CORNL)
00235299	NONE	ESOL Basic (LOUFE)



00235300	NONE	ESOL Intermediate (LOUFE)
00235302	NONE	Literacy (MORLE)
00235303	NONE	ESOL (MORLE)
00235304	NONE	Numeracy (MORLE)
00235305	NONE	Basic Education (CECBW00)
00235307	NONE	Literacy (NRWCH)
00235308	NONE	Numeracy (NRWCH)
00235309	NONE	Wordpower IT (NRWCH)
00235310	NONE	ESOL (NRWCH)
00235313	NONE	English & Essential Skills - Beginners (UXBRI)
00235314	NONE	English & Essential Skills - Elementary (UXBRI)
00235315	NONE	English & Essential Skills - Pre Intermediate (UXBRI)
00235317	NONE	ESOL Preparation for Study (UXBRI)
00235318	NONE	ESOL Foundation (UXBRI)
00235319	NONE	ESOL Summer School (UXBRI)
00235320	NONE	ESOL Beginners (UXBRI)
00235321	NONE	ESOL Elementary (UXBRI)
00235322	NONE	ESOL Intermediate (UXBRI)
00235323	NONE	ESOL Pre Intermediate (UXBRI)
00235324	NONE	Literacy Compact (UXBRI)
00235356	NONE	South Downs Certificate (2g)
00235360	NONE	Basic Education (BRAIN)
00235361	NONE	Basic Literacy (SOCHE)
00235364	NONE	Essential Skills - Literacy (STOUR)
00235365	NONE	Essential Skills - Numeracy (STOUR)
00235366	NONE	Basic Literacy in English (DEVON02)
00235367	NONE	Basic Principles of Mathematics (DEVON02)
00235368	NONE	Basic Skills (TCAT) - Literacy (TELFD)
00235369	NONE	Basic Skills (TCAT) - ESOL (TELFD)
00235370	NONE	Basic Skills (TCAT) - Numeracy (TELFD)
00235373	NONE	ESOL (HUMAE14)
00235386	NONE	ITC through Literacy (HUMAE14)
00235396	NONE	Basic Literacy (HPGSI00)
00235397	NONE	Basic Numeracy (HPGSI00)
00235398	NONE	ESOL (HPGSI00)
00235399	NONE	ESOL - Level 1 (CELNO)
00235400	NONE	ESOL - Level 2 (CELNO)



00235401	NONE	ESOL - Level 3 (CELNO)
00235402	NONE	ESOL - Level Mixed (CELNO)
00235403	NONE	Numeracy Stage 1 (CELNO)
00235404	NONE	Basic Skills Summer School (THURR)
00235405	NONE	Adult Basic Maths (FURNE)
00235406	NONE	Adult Basic English (FURNE)
00235408	NONE	ESOL (FURNE)
00235412	NONE	ESOL (EXETE)
00235429	NONE	Basic Education (ISLWT)
00235435	ABE	Basic Skills Linked Courses (Foundation)
00235436	ABE	Basic Skills Linked Courses (Intermediate)
00235437	ABE	Basic Skills Linked Courses (Advanced)
00235439	NONE	Foundation for Basic Skills Literacy (Short Course)
00235442	TOCF	Word Processing Linked Basic Skills (Foundation)
00235444	NONE	Numeracy Foundation
00235446	ABE	ESOL (Intermediate)
00235447	TOCFCG	Family Literacy Basic Skills Foundation
00235448	TOCFCG	Family Numeracy Basic Skills Foundation
00235450	NONE	Intro to Basic Skills (Short Course)
00235451	NONE	Basic Skills Workshop (BECC00)
00235465	NONE	Basic Literacy through Parenting Skills (DCCES01)
00235467	NONE	Basic Skills (THURR)
00235468	NONE	Starting out Writing (THURR)
00235469	NONE	Starting out Reading (THURR)
00235470	NONE	Back to Basic Maths (THURR)
00235472	NONE	Basic Literacy in English (CYBAT)
00235473	NONE	Basic Numeracy (CYBAT)
00235474	NONE	ESOL (CYBAT)
00235476	NONE	Basic Literacy (DARLN)
00235477	NONE	Basic Numeracy (DARLN)
00235478	SRCET	Literacy through IT
00235479	NONE	Basic Literacy (STCPT)
00235480	NONE	Basic Mathematics (STCPT)
00235481	NONE	ESOL (STCPT)
00235482	NONE	General ESOL Provision (FILTO)
00235484	NONE	Basic Literacy through IT - ABE Summer School (EXETE)
00235486	NONE	Basic Literacy - ABE Summer School (EXETE)

00235487	NONE	Basic Numeracy - ABE Summer School (EXETE)
00235488	NONE	Basic Numeracy through IT - ABE Summer School (EXETE)
00239004	NONE	Diagnostic - Basic Skills (BRKLD)
00239005	NONE	Diagnostic - Basic Skills ESOL (BRKLD)
00239006	NONE	Entry Level 1 - Basic Skills (BRKLD)
00239007	NONE	Entry Level 2 - Basic Skills (BRKLD)
00239008	NONE	Entry Level 3 - Basic Skills (BRKLD)
00239009	NONE	Entry Level 4 - Basic Skills (BRKLD)
00220518	NEADM	ESOL (Intermediate; Senior & Advanced Grades)
00220519	NEADM	ESOL (Bronze; Silver; Gold Awards)
00222474	OCR	Certificate of Achievement: Numeracy
00228896	RSA	AEB Maths Basic Proficiency (Foundation)
00228913	CG/ALBS	Homestart Family Literacy
00228914	NCFE	Parent Literacy
00228920	LCCI	ESOL Basic Level
00229419	NONE	Basic Literacy - English (Brent ACES)
00229420	NONE	Spelling and Punctuation (Brent ACES)
00229423	NONE	Maths Level 1 (Brent ACES)
00229424	NONE	Maths Level 2 (Brent ACES)
00229430	NONE	Literacy (2j) (Brent ACES)
00229433	NONE	Reading and Writing Skills (Brent ACES)
00229444	NONE	Basic Literacy (Cannock Chase Technical College)
00229445	NONE	Basic Numeracy (Cannock Chase Technical College)
00229448	NONE	Developing Literacy Skills (Tendring ACC)
00229449	NONE	Initial Literacy Skills (Tendring ACC)
00229450	NONE	Maintaining Literacy Skills (Tendring ACC)
00229451	NONE	Initial Numeracy Skills (Tendring ACC)
00229452	NONE	Developing Numeracy Skills (Tendring ACC)
00229453	NONE	Maintaining Numeracy Skills (Tendring ACC)
00229462	NONE	Basic Mathematics (West Sussex AEC)
00229463	NONE	Basic Literacy (West Sussex AEC)
00229464	NONE	Basic Literacy (Stockport AES)
00229465	NONE	Basic Numeracy (Stockport AES)
00229467	NONE	Basic Literacy (College of Continuing Education)
00229468	NONE	Basic Numeracy (College of Continuing Education)
00229471	NONE	Spelling Workshop for Adults (Swarthmore AEC)
00229472	NONE	Initial Numeracy - Adults (Colchester ACC)

00229473	NONE	Developing Numeracy - Adults (Colchester ACC)
00229474	NONE	Maintaining Numeracy - Adults (Colchester ACC)
00229475	NONE	Initial Literacy - Adults (Colchester ACC)
00229476	NONE	Developing Literacy - Adults (Colchester ACC)
00229477	NONE	Maintaining Literacy - Adults (Colchester ACC)
00229481	NONE	Foundation English (Cornwall LEA AES)
00229483	NONE	Foundation Maths (Cornwall LEA AES)
00229484	NONE	Basic Literacy (Newham CES)
00229486	NONE	Basic Numeracy (Newham CES)
00229488	NONE	Family Literacy (Barnsley Community Education)
00229491	NONE	Preparation for Word Power (North Trafford College)
00229492	NONE	Preparation for Number Power (North Trafford College)
00229493	NONE	Introductory ESOL (North Trafford College)
00229494	NONE	Basic Literacy (Adult College of Barking & Dagenham)
00229496	NONE	Basic English (Redcar FE Centre)
00229497	NONE	Basic Maths (Redcar FE Centre)
00229498	NONE	ESOL (Redcar FE Centre)
00229500	NONE	Inter Structured Language Programme (Durham CES)
00229502	NONE	Understanding Basic Maths (Durham CES)
00229504	NONE	Improve Basic Language Skills - Family (Durham CES)
00229505	NONE	Improve Basic Maths Skills - Family (Durham CES)
00229507	NONE	Basic English Fast Track Course (Newham College of FE)
00229508	NONE	Basic Maths Fast Track Course (Newham College of FE)
00229509	NONE	Next STEP Into Basic Education (Newham College of FE)
00229510	NONE	Next STEP Into Basic Maths (Newham College of FE)
00229511	NONE	Gateway Into English (Newham College of FE)
00229512	NONE	Second STEP in English (Newham College of FE)
00229513	NONE	Improve Your English (Newham College of FE)
00229514	NONE	VAP ESOL Development Level (Newham College of FE)
00229517	NONE	Basic English - Preparatory Level (Newham College of FE)
00229518	NONE	Basic Maths - Preparatory Level (Newham College of FE)
00229519	NONE	Basic English - Development Level (Newham College of FE)
00229520	NONE	Basic Maths - Development Level (Newham College of FE)
00229522	NONE	Community ESOL Programme (Newham College of FE)
00229523	NONE	Community Basic English Programme (Newham College of FE)
00229524	NONE	Community Basic Maths Programme (Newham College of FE)
00229639	NONE	Intermediate ESOL (Ealing Tertiary College)

00229784	NONE	ESOL - Special Needs (Ealing Tertiary College)
00229785	NONE	ESOL & Basic Numeracy (Ealing Tertiary College)
00229786	NONE	Start Programme (Ealing Tertiary College)
00229787	NONE	Basic Literacy Level 1 (Lambeth College)
00229788	NONE	ESOL foundation 1 (Lambeth College)
00230471	NONE	Non-schedule 2 Basic Education CWF A (WEA)
00230472	NONE	Non-schedule 2 Basic Education CWF B (WEA)
00230473	NONE	Non-schedule 2 Basic Education CWF C (WEA)
00230474	NONE	Non-schedule 2 Basic Education CWF D (WEA)
00230657	NONE	ESOL (Croydon College)
00230658	NONE	Starting to Read and Write (MAC)
00230659	NONE	ESOL Beginners (MAC)
00230660	NONE	ESOL Preparatory (MAC)
00230661	NONE	ESOL Elementary (MAC)
00230662	NONE	ESOL Intermediate (MAC)
00230663	NONE	ESOL Pronunciation and Conversation 1 (MAC)
00230664	NONE	ESOL Pronunciation and Conversation 2 (MAC)
00230665	NONE	ESOL Pronunciation and Conversation 3 (MAC)
00230667	NONE	ABE Literacy Provision (Uplands Community College)
00230668	NONE	ESOL (Charles Keene College)
00230669	NONE	ESOL (Hendon College)
00230687	NONE	Literacy - afternoon (SJNCC00)
00230688	NONE	Literacy - evening (SJNCC00)
00230689	NONE	Numeracy (SJNCC00)
00230690	NONE	ESOL (SJNCC00)
00230691	NONE	Basic ESOL (Highbury College)
00230692	NONE	Basic Literacy (Friends Centre for AE)
00230693	NONE	Basic Numeracy (Friends Centre for AE)
00230694	NONE	ESOL (Friends Centre for AE)
00230696	NONE	Basic Skills for Adults - Literacy (Ivybridge Community College)
00230697	NONE	Basic Skills for Adults - Numeracy (Ivybridge Community College)
00230723	NONE	Literacy (Ludlow College)
00230724	NONE	ESOL (Ludlow College)
00230725	NONE	Numeracy (Ludlow College)
00230726	NONE	Basic Literacy (Wakefield Community Based Centres)
00230727	NONE	Basic Numeracy (Wakefield Community Based Centres)
00230728	NONE	ESOL (Wakefield Community Based Centres)

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00230754	NONE	ESOL Elementary (Barking College)
00230755	NONE	ESOL Pre-Intermediate (Barking College)
00230756	NONE	ESOL Upper Intermediate (Barking College)
00230757	NONE	ESOL Advanced (Barking College)
00230758	NONE	ESOL Pre-Intermediate Day Release (Barking College)
00230759	NONE	ESOL Upper Intermediate Evening (Barking College)
00114235	UCLES	Key English Test (KET)
00114236	UCLES	Preliminary English Test (PET)

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*\*additional to subprogramme areas 10A, 10B and 10C*

