



KEY SKILLS POLICY & PRACTICE

Your Questions Answered



INTRODUCTION

Scope and Purpose

This national guidance on key skills policy and practice is issued jointly by the Department for Education and Skills (DfES), the Learning and Skills Council (LSC) and the Qualifications and Curriculum Authority (QCA). It is the central authoritative reference point for the current position on a range of key skills policy and implementation issues in England only. Key skills practitioners in Wales and Northern Ireland should contact their own regulatory authorities and/or funding bodies to determine the local position.

Readers are encouraged to incorporate relevant passages from this national guidance within their own briefing materials. Please use exact quotations, in the interests of consistency, and acknowledge the source where possible. Electronic copies of this guidance are available on the DfES, LSC and QCA websites. Hard copies are available, free of charge, from:

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This document begins with the latest key skills guidance from the DfES, LSC and QCA. Sections follow on the inspection process and the expectations of the Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI). The document then looks at progression from basic to key skills, before answering a series of questions raised by key skills practitioners in schools, colleges and the work-based route. **Chapter 10 ‘Sources of further information and advice’** features a list of useful contacts and web-links.

Throughout this publication, references to **annexes, sections** or **chapters** are presented in **bold type**. The titles of **other publications** are presented in **bold italicised type**. References to *annexes, chapters or sections* in **other publications** are presented in *italics*.

This guidance is now in its third edition. The contents of this publication will apply for the current academic year (i.e. at least until August 2004) unless otherwise indicated in the text.

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I. GUIDANCE FROM THE DEPARTMENT FOR EDUCATION AND SKILLS (DfES)

I.1 The place of key skills

Key skills are a range of essential generic skills that underpin success in education, employment, lifelong learning and personal development. The Government is convinced that all young people whether in education or training post-16 need a solid basis in the key skills of Communication, Application of Number and Information Technology (IT). This is essential if they are to compete effectively in the labour markets of the 21st century. All post-16 programmes of education and training for young people should include the opportunity to improve key skills in these areas.

For learners¹ working towards the key skill qualifications in Communication, Application of Number or IT, assessment comprises an internal (portfolio) and an external (test) component. For those working towards the wider key skill units of Working with Others, Improving Own Learning and Performance or Problem Solving, assessment is via an internal (portfolio) component alone.

The Government is committed to broader study post-16, drawing on more flexible approaches to GCE A levels and vocational qualifications, and underpinned by rigorous standards and key skills. The Qualifying for Success reforms, implemented in schools and colleges from September 2000 (and commonly known as 'Curriculum 2000'), remain central to the Government's strategy for raising standards in post-16 education. The Government believes that the new qualifications give young people the opportunity to take on programmes that are more flexible – and thus better suited to their individual needs – and more demanding overall.

¹ The term 'learner' is used in this guidance to include pupils, students and apprentices (on Modern Apprenticeship programmes) unless otherwise specified.

1.2 Government expectations

In July 2001, following the initial report from QCA's review of Curriculum 2000 and key skills, the Secretary of State confirmed a wish to see key skill programmes offered to all post-16 learners. Where learners have not already achieved A*-C grades in GCSE English, Maths, or ICT, their programmes should lead to the formal acquisition of the relevant² key skills qualifications at level 2. Where young people are starting on advanced level programmes with the aim of pursuing a professional or higher qualification post-19, then institutions should support them in gaining at least one relevant³ key skill qualification at level 3. These expectations apply equally to apprentices on Government funded work-based learning programmes as well as to pupils and students in schools and colleges.

1.3 14-19 Policy

These expectations were restated in the Green Paper '**14-19 Extending Opportunities and Raising Standards**', published in January 2002. A period of consultation followed. The Government's response to this consultation - '**14-19: Opportunity and Excellence**' - was published in January 2003. This included the following commitments:

- *Paragraph 3.8:* "To help ensure that all young people are well equipped in literacy, numeracy and computer skills we will introduce an entitlement for them to continue studying up to age 19 until they reach the standard of a good GCSE or the corresponding Level 2 key skill qualification. Those going on to higher education or professional study after 19 should be encouraged to achieve a Level 3 qualification in at least one of these skill areas".
- *Paragraph 4.13:* "We will also invite the Working Group to look at how young people can develop the essential practical skills for life, and how the content of individual subjects and programmes could place a greater emphasis on analysis, problem solving and

² At level 2, the relevant key skills qualifications in Communication, Application of Number and Information Technology are those for which the student has not already achieved a GCSE A*-C in English, Maths or ICT.

³ At level 3, a relevant key skills qualification in Communication, Application of Number or Information Technology is one which is suited to the needs of the young person wanting to pursue a professional or higher level qualification.

thinking skills, as well as the presentation and argument of conclusions. Practical and analytical skills are equally essential in adult life and in the workplace. Existing programme and subject requirements do not always sufficiently emphasise these skills. We would welcome the Working Group's ideas as to how they are best addressed in programmes during the 14–19 phase. The Group will wish to consider how their development can build on the learning and development of key skills, including teamwork, problem solving and improving one's own learning and performance, all of which are valued by many employers and universities”.

The initial progress report from the 14-19 Working Group, chaired by Mike Tomlinson, was published in July 2003. Its focus on the importance of key skills achievement is clear:

- *Paragraph 28:* “Too many young people are failing to acquire the general skills and attributes on which they depend for progress in learning and employment. For instance, nearly 60 per cent fail to acquire numeracy and communication skills at level 2 or above by the time they reach the end of compulsory schooling. Many of these are embarking on demanding post-16 options such as Advanced Modern Apprenticeships. The Adult Learning Inspectorate (ALI) has identified low levels of key skills as a major factor in drop-out within vocational programmes. Similarly, HE institutions are concerned about many undergraduates’ lack of language, numeracy and personal skills. We are persuaded that lack of generic skills significantly inhibits the ability of many young people to succeed and progress”.
- *Paragraph 4.7:* “...an example of the kind of structure we have in mind would ensure that all 14-19 programmes comprise:

A general core: the generic knowledge, skills and personal experience which all young people need to acquire as a basis for progression, further learning, employment and adult life.

We will be considering in detail the content of this strand of learning, but it should certainly include maths and English - or their key skills equivalents – and ICT..... The general core might also include wider generic and/or key skills such as teamwork which employers in particular believe that many young people lack at present”.

1.4 The Skills Strategy

The Skills Strategy White Paper '**21st Century Skills – Realising Our Potential**' was published in July 2003. It too underlines the importance of key skills:

- *Paragraph 5.16:* “Employers have consistently said that too many young people are not properly prepared for the world of work. This was a concern frequently raised in the Skills Strategy consultations. In particular, they may lack skills such as communication and teamwork, and attributes such as self-confidence and willingness to learn that are of growing importance across a range of jobs. The best grounding in these skills depends on a strong partnership between schools and employers so that pupils see the relevance and application of the skills they are learning and gain an understanding of the needs of employers and the demands of the workplace”.
- *Paragraph 5.17:* “.....There is much already in the Government’s programme of education reform that will foster these skills and attributes. Development of social and emotional competence at Foundation Stage, the new broader approach to primary education, the strategy for improving teaching and learning in secondary education and the learning and skills sector, and the wider key skills programme all have an important part to play. In developing and implementing principles of teaching and learning for all phases, and in the design of extra-curricular and out of school activities, we will make sure that teachers are equipped to make the most of opportunities to improve these skills”.

The Skills Strategy also announces a series of specific measures to support key skills teaching, learning and assessment in Modern Apprenticeship programmes. These are summarised in para. 5.27 of the White Paper. The full suite of measures, set out below, is being taken forward jointly by the DfES, LSC, QCA and SSDA.

To support trainers, DfES is:

extending the training available under the LSC/Skills for Life quality initiative, so that it is available to all providers;

asking the LLSCs to broker dedicated training for key skills providers, drawing on the MA Implementation Fund for this purpose;

asking the LSC to secure wider take-up and use of the best practice models developed through the Key Skills Support Programme;

developing successor arrangements to the Key Skills Support Programme, which in its current form ends in March 2004, so that established best practice can continue to be disseminated;

promulgating the outcomes of the current pilot on upfront teaching, so that candidates who would benefit can achieve the external tests in advance and concentrate on applied key skills learning during their MA programmes;

similarly, encouraging the use of E2E as a route towards achievement in the tests, before the main MA programme, for some candidates;

securing, through QCA, more focussed and explicit guidance from awarding bodies on the key skills learning opportunities within each qualification.

To improve the accessibility and flexibility of assessment, DfES is:

continuing, through QCA and the key skills awarding bodies, to promote and expand the availability of on-demand and on-screen testing;

supplementing this by making more widely available the on-screen testing service provided by Ufl/Learndirect;

inviting those sectors that wish it to associate relevant key skills units with their NVQs, to encourage closer integration between vocational learning and key skills development throughout the MA programme;

in parallel, inviting those sectors that wish it to offer the key skills external tests alongside their technical certificates, to encourage more focussed teaching and more efficient assessment.

On funding, DfES is:

asking the LSC to introduce a level playing field, between sectors and between the work-based route and colleges, for the funding of basic and key skills learning and assessment from 2004/05 onwards;

asking the LSC to make development funds available in 2003/04 to support key skills providers.

1.5 Flexibility and accessibility

The measures outlined above embody the principles of flexibility and accessibility which guide the design and delivery of key skills learning and qualifications more generally. The current QCA review of the specifications, for introduction from September 2004, and the plans to bring the wider key skills fully within the national qualifications framework from the same date, illustrate a flexible approach to qualifications design.

Flexibility in curriculum design is evident in the integration of key skills learning with a wide spectrum of both academic and vocational programmes, enabling greater tailoring to individual learner's needs. Greater accessibility of assessment - including the on-demand and, increasingly, on-screen options now available from the key skills awarding bodies – complements the accessibility of good teaching and learning practice available from the Key Skills Support Programme.

1.6 Achievements in the key skills qualifications

Statistical information on key skills was published through a **Statistical First Release** (SFR) on the 8th May 2003.

The full text can be found at

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000393/index.shtml>

The SFR presented statistics on the awards of key skills qualifications between September 2000 and October 2002 and refers to awards of key skills qualifications and candidates achieving key skills qualifications. Candidates' data relate only to the highest level of each key skill awarded and to those candidates gaining a key skills qualification within this time period.

Key points from the SFR include⁴ :

Between October 2000 and September 2002, 296,600 key skills qualifications were awarded to 206,300 candidates.

Analysis of key skills qualification types by academic age⁵ shows

⁴ All figures quoted here have been rounded.

⁵ For awards achieved in 2000/01 academic age is calculated against 31 August 2000. For awards achieved in 2001/02 academic age is calculated against 31 August 2001. Where a candidate achieved awards in different years, academic age is calculated on the latest award achieved.

that 43 per cent of all key skills qualifications were achieved by 16 year olds, with a further 31 per cent being achieved by 17 year olds.

53 per cent of awards in key skills qualifications were achieved by females.

Of the 296,600 key skills qualification awards made 39 per cent were in the Communication key skills qualification; 25 per cent were in the Application of Number key skills qualification and 36 per cent were in the Information Technology key skills qualification.

The highest proportion of key skills qualifications (46 per cent) was achieved at level 2; 37 per cent were achieved at level 1 and 17 per cent at levels 3 and above.

88 per cent of key skills qualification awards were achieved in England, 8 per cent in Wales and 3 per cent in Northern Ireland.

In all countries the highest proportion of awards were achieved at level 2 (46 per cent in England and Wales and 54 per cent in Northern Ireland). In all countries the highest proportion of awards were achieved in the Communication key skills qualification (38 per cent in England, 41 per cent in Wales and 51 per cent in Northern Ireland).

2. GUIDANCE FROM THE QUALIFICATIONS AND CURRICULUM AUTHORITY (QCA)

2.1 Consolidated guidance

'The key skills qualifications specifications and guidance'

document, which includes an introductory section, is available on the QCA website at www.qca.org.uk/qualifications/5333.html

This document amalgamates the following earlier publications:

- ***Guidance on the key skills: Communication, Application of Number and Information Technology (levels 1 - 3);***
- ***Guidance on the key skills: Communication, Application of Number and Information Technology (level 4), and***
- ***Addendum: Guidance on the key skills: Communication, Application of Number and Information Technology.***

2.2 The combined key skills

Those candidates who registered for the former combined Key Skills Qualification before 1 September 2001 still have the opportunity to complete their programmes (by 31 August 2004).

2.3 The wider key skills

Also available at levels 1-4 are the wider key skills units: Working with Others, Improving Own Learning and Performance, Problem Solving. Many teachers and trainers regard these wider key skills as equally important. Employers and higher education institutions also value evidence of these wider skills.

The personal skills development unit at level 5 is aimed at postgraduate/senior management learners. This is not currently accredited as a qualification.

2.4 Proxy qualifications

Proxy qualifications are those qualifications that have been agreed to assess the same knowledge and skills as aspects of the key skills qualifications. Because of this overlap, candidates can claim exemption from all or part of particular key skills qualifications for up to three years from the date of the award of the specific accredited proxy qualification. The use of proxies is distinct from the relaxation ruling (see **section 9.5**).

Examples of accredited proxy qualifications:

- GCE AS Use of Mathematics acts as a proxy for both test and portfolio for Application of Number at levels 1-3;
- GCE A-level Mathematics acts as a proxy for the test, but not the portfolio, for Application of Number at levels 1–3;
- Adult Certificates in Literacy and Numeracy (basic skills) at levels 1 and 2 count as proxies for the Communication or Application of Number key skills external tests at levels 1 and 2, respectively.

The same range of proxy qualifications is available to candidates in schools, colleges and the work-based learning route.

There is a strict three-year time limit from the date of award of the relevant proxy qualification, within which the learner must provide proof of achievement of the proxy and either submit a portfolio of evidence or claim the key skills qualification (as appropriate).

Qualifications that appear on the proxy list have been mapped for the type of overlap required and guarantee that the candidate has been assessed in the appropriate knowledge and skills. Only qualifications that have been accredited by the regulators for England (QCA), Wales (ACCAC), Northern Ireland (CCEA) and Scotland (SQA) can be included on the list of proxy qualifications.

The list is reviewed periodically to ensure that it is appropriate, and is available at www.qca.org.uk/qualifications/types/603_1051.html

Qualifications from other countries or qualifications that do not appear on this list are not agreed proxies and cannot be used as such.

2.5 Test opportunities

Scheduled monthly test opportunities are available at levels 1 and 2. Dates for 2003/04 are published on the QCA website at:

www.qca.org.uk/qualifications/types/603_1032.html

In addition, we have also made available to awarding bodies a system enabling centres to offer the tests more flexibly. The on demand system allows centres to offer the level 1 and 2 basic and key skills tests as required, outside the regularly scheduled test dates. Using this system, centres can offer the tests whenever they need to, up to once a week. Centres are notified of their candidates' results within seven to ten working days of the test being taken. Certification of successful candidates is within four weeks of the test date. Please contact your key skills awarding body if you are interested in offering the tests in this way. Some awarding bodies are also running pilot projects of systems for delivering the tests on screen.

2.6 Key skills standards

QCA have updated the key skills standards. The revised standards are for use in centres from September 2004. These standards can be viewed on the QCA website at:

www.qca.org.uk/qualifications/types/6507.html

2.7 What QCA is doing:

- Reviewing the key skills specifications, to be completed for 2004;
- Helping to improve consistency of assessment by working with the awarding bodies to produce example portfolios in Communication, Application of Number and IT at levels 1 – 3;
- Managing the implementation of on-demand and on-screen tests at levels 1 and 2;
- QCA is also working to support the achievement of key skills, particularly in Modern Apprenticeships, by encouraging the production of better guidance on integrating the development and assessment of key skills via the main programme of learning. QCA will be developing more guidance for awarding bodies that will encourage the production of helpful signposting of key skills in other qualifications. Signposting of key skills means that "clever

evidence" is produced to meet the needs of the NVQ and the key skills.

- QCA will also encourage awarding bodies to make the tests for key skills available at the same time as the tests for technical certificates for those sectors and candidates that wish it, so that, if appropriate, key skills tests can be taken on the same day as the technical certificate tests.

3. GUIDANCE FROM THE LEARNING AND SKILLS COUNCIL (LSC)

3.1 Summary table: funding of key skills in further education, 2003/04⁶

Learning provider	Key Skills learning (Funding per Learner)	Key Skills achievement ⁷ (Funding per Qualification)	See Para
Key Skills for full time learners post-16:			
College	Included within entitlement funding of £711 per year ⁸	£20	3.3
School 6th form on formula funding	Included within entitlement funding of £720 per year	£20	3.3
School 6th form on RTG funding	No additional funding for key skills, tutorial support and enrichment.		3.3
Key Skills for part time learners post-16:			
College	Level 1 and Level 2 AoN, Comm - £286 IT - £229 Level 3 AoN, Comm, - £204 IT - £229	£29 £23 £20	3.4
Key Skills for full time learners post-19:			
College	Level 1 and Level 2 AoN, Comm - £286 IT - £229 Level 3 AoN, Comm, - £204 IT - £229	£29 £23 £20	3.5
Work based key skills learners (Modern Apprentices)			
LSC contracted learning provider (college, work-based learning provider)	Included in overall funding of FMA or AMA programmes at the rate of one (unweighted) month per year of length of stay.	Included in overall funding of FMA or AMA programmes as part of 10% completion fee, based on framework price.	3.6

⁶ The rates given in this table are National Base Rates. The rates actually paid will vary depending on the weighting and uplifts applied. Refer to *The Funding Formula for 2003/4*, paras 24 – 28, 'Funding Guidance for Further Education in 2003/4', LSC, 2003 for details (see 'Sources of further information and advice' in the back of this publication).

⁷ 10% of the weighted national base rate which is conditional on the learner achieving in accordance with the LSC's funding guidance. The achievement element is not additional funding; it forms a part of the national rate payable for a particular learning aim.

⁸ Entitlement in both colleges and school sixth forms on formula funding includes key skills, tutorial and enrichment activities, for which the key skills national base rate is £204 for 2003/04. For details refer to Annex A: *Further Education Listed and Loadbanded rates for 2003/4* in the LSC publication 'Funding Guidance for Further Education in 2003/4', and 'School Sixth Forms: Funding Guidance for 2003/04', respectively (see 'Sources of further information and advice' at the back of this publication).

3.2 Funding of Adult Certificates in Literacy and Numeracy (basic skills) 2003/04

Learning provider	Basic skills learning (funding per learner)	Basic skills achievement (funding per qualification)	See Para
Basic skills for full time learners post-16:			
College	Where basic skills qualifications are delivered as additionality, loadbanded ⁹ rates apply ¹⁰ .	10% of the appropriate loadbanded rate.	3.3
School 6th form on formula funding	Included within the entitlement funding of £720 per year.	Included within the entitlement funding of £720 per year.	3.4
School 6th form on RTG funding	RTG funding is not formulaic and does not identify the entitlement separately		3.4
Basic skills for part time learners post-16:			
College	Loadbanded rates apply		3.5
Basic skills for full time learners post-19:			
College	Loadbanded rates apply		3.5

⁹ Loadbands are ranges of guided learning hours to which specific national base rates are allocated

¹⁰ Refer to Annex A- Further Education listed and loadbanded rates for Further Education for 2003/04, Annex A (page 58), 'Funding Guidance for Further Education for 2003/04' LSC, 2003 (see 'Sources of further information and advice' at the back of this publication).

3.3 Funding of key skills in further education (including sixth form colleges): 2003/04

The LSC's **'Funding Guidance for Further Education in 2003/04'** (see **'Sources of further information and guidance'** at the back of this publication) details the funding arrangements for Further Education. In summary, this guidance confirms that the "entitlement for 16-18 year old learners will be funded at £711 which includes core funding and fee remission. Achievement funding for the key skills element in entitlement will be funded at 10% of the appropriate key skills national base rate". In this context a post-16 learner is over compulsory school age but aged under 19 on the 31 August in the calendar year in which they start their programme of study, which must be on a full-time basis.

Providers are expected to deliver key skills appropriate to the needs of the individual learner. Where learners have not already achieved A*-C grades in GCSE Maths, English or ICT, their programmes should lead to the acquisition of relevant key skills qualifications at level 2. Where learners are starting on advanced level study with the aim of pursuing a professional or higher qualification, then institutions should support them in gaining at least one relevant key skill qualification at level 3. Where these expectations have been met, learners will not be required to register for further key skills qualifications in order to continue to claim funding for the entitlement package. They will, however, be expected to continue with the tutorial and enrichment elements of the entitlement package.

This change will not affect the level of funding available for key skills and the entitlement package (see **chapter 8 'Specific questions from schools and colleges'**) and will allow providers flexibility in timetabling the total entitlement package.

There is a reduction in the audit burden on this aspect of the provision. However, the delivery of the entitlement element will continue to be monitored. Providers will be expected to share their plans for delivery of the entitlement (tutorial, key skills and enrichment arrangements) with local LSCs, and these plans will be reviewed as part of the regular meetings that local LSCs will be having with providers during the year. Auditors will continue to check eligibility criteria but will not be expected to review individual learner programmes to test eligibility for the entitlement element of funding.

The LSC will monitor key skills through quality monitoring visits, as an aspect of the performance review area 'Learner Experience and Performance'. It is also expected that key skills will be inspected as part of OFSTED's and the ALI's planned cycle of inspections of all institutions (see **chapters 4 & 5**).

3.4 Funding of key skills for school sixth form pupils from August 2003

Only those schools on formula funding are entitled to additional funding for each learner for key skills provision, tutorial support and enrichment activities.

Approximately two thirds of schools are funded on the LSC formula. The remaining third of schools are on Real Terms Guarantee (RTG) funding, which protects their historic funding levels and does not trigger additional funding for key skills, tutorial support and enrichment.

Schools were informed of their confirmed 2003/04 allocations in March 2003. In 2003/04 for school sixth forms on formula funding, the entitlement will be funded at £720 per pupil. This is equivalent to one AS Level (weighted as 1.0) per pupil, minus half of the achievement factor (achievement is only relevant to the key skills element of entitlement funding).

Providers are expected to deliver key skills appropriate to the needs of the individual pupil. Where students have not already achieved A*-C grades in GCSE Maths, English or ICT, their programmes should lead to the acquisition of relevant key skill qualification at level 2.

Where students are starting on advanced level study with the aim of pursuing a professional or higher qualification, then schools should support them in gaining at least one relevant key skill qualification at level 3. Whilst it is intended that schools should use their discretion over the use of entitlement funding, the expectation is that they provide 4-5 hours per pupil per week on relevant activities.

The LSC document '**School Sixth Forms: Funding Guidance for 2003/04**', published in September 2003, details funding arrangements and current levels of funding for school sixth forms from August 2003 (see '**Sources of further information and advice**').

3.5 Funding of key skills qualifications for adult learners in further education colleges

Funding is available for learners aged 19 and over for key skills qualifications, and for all part-time learners aged 16 and over.

Funding is available for key skills qualifications at a listed rate of £204¹¹ for all aged 19 and over, based on the national base rates for the 30-39 glh (guided learning hours) loadband¹².

3.6 Funding of key skills in FMA and AMA 2003/04

Due to the format of work-based learning the funding of key skills is not separate, but is included in the overall funding of the Modern Apprenticeship programme.

Foundation Modern Apprenticeship (FMA) apprentices must achieve, as a minimum, the level 1 key skills qualifications in Communication and Application of Number. The Sector Skills Councils (SSCs) or other industry sector bodies have discretion to determine which of the remaining key skills and at what level are appropriate for each industry sector. This could involve all three key skills qualifications, by including Information Technology, and/or the wider key skills of Improving Own Learning and Performance, Problem Solving and Working with Others. It is expected that apprentices will take key skills at a level appropriate to their needs and abilities.

Advanced Modern Apprenticeship (AMA) apprentices must achieve, as a minimum, the key skills qualifications in Communication and Application of Number at level 2. Frameworks that did not meet this mandatory minimum requirement have been revised and re-approved. It is for SSCs or other industry sector bodies to specify which of the remaining key skills, and at what levels, are required for successful completion of an AMA.

Ministers have asked the LSC to secure a level playing field, both between Modern Apprenticeship frameworks and between work-based learning and the full-time further education route, for the funding of basic and key skills learning, from 2004/05.

¹¹ £204 is the listed rate for all aged 19 and over, based on the national base rates for the 30-39 guided learning hours loadband. See *Annex A: Further Education Listed and Loadbanded rates for 2003/4*, 'Funding Guidance for Further Education in 2003/4', LSC, 2003.

¹² Guided learning hours - defined as all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme, including lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops.

3.7 Funding arrangements for partial achievement of key skills

Partial achievement of key skills can be claimed where:

- The external assessment (test) is achieved, or;
- The portfolio has been successfully completed (i.e., the evidence portfolio has been internally verified and externally moderated and eligible for certification).

Each element attracts half of the full achievement funding.

A learner who achieves only either the test or portfolio element of the qualification should be recorded in the ILR as having partial achievement of their original learning aim (also see **section 6.2**)

3.8 LSC key skills look-alikes

Key skills look-alikes are learning aims which the LSC considers demonstrate similar content to the key skills of Communication, Application of Number, or Information Technology. Key skills look-alike qualifications are ineligible for funding where a candidate is aged between 16-18 and is being funded for the entitlement curriculum. In addition, no further funding will be available for such students if they are enrolled on institution certificated or non-certificated provision in literacy, numeracy or IT at the same level as the QCA key skills qualification which they are aiming to achieve.

Examples of 'look-alike' qualifications are published on the LSC's website and can be accessed at:

[www.lsc.gov.uk/National/Documents/SubjectListing/Funding Learning/KeySkills/KeySkillsLookalikeList.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/FundingLearning/KeySkills/KeySkillsLookalikeList.htm)

Institutions are asked to note that:

- the look-alike examples are not a definitive list of qualifications which are ineligible for funding if studied alongside the entitlement. Providers are advised to seek guidance from their local LSC if they are unsure whether a qualification has content which overlaps with one of the key skills qualifications; and

- look-alike qualifications are not proxies for any of the key skills qualifications and, therefore, do not provide exemption from any aspects of the key skills qualifications.

3.9 Funding of Adult Certificates of Literacy and Numeracy (basic skills) for full-time learners

3.9.1 Delivering basic skills to full-time learners aged 16-18 years

While it is still Ministers' expectation that the clear majority of full-time 16-18 year old learners should be undertaking the relevant key skills qualifications, the LSC acknowledges that for a small minority of these learners, basic skills qualifications (that is, the Adult Certificates in Literacy and Adult Numeracy) may be more appropriate as an initial aim.

In such cases, the learners who undertake the Adult Certificates in Literacy or Numeracy will continue to be eligible for the full entitlement funding.

In addition to the learners described in paragraph 20 in Annex C of the LSC publication '**Funding Guidance for Further Education in 2003/04**', there may be other learners who would not normally be identified as having learning difficulties or disabilities, but for whom the achievement of the key skills qualification in Communication or Application of Number is shown, after appropriate diagnostic assessment, to be an unrealistic aim.

Where learners have identified basic skills needs at entry level, and diagnostic assessment indicates that it is more appropriate for them to register for approved qualification alternatives to key skills, that is, entry level Adult Certificates in Literacy and Numeracy, these qualifications may be funded as additional learning aims, at the basic skills programme weighting (i.e. 1.4), through the appropriate loadband. In addition, and in exceptional cases only, there may be learners with identified basic skills needs at levels 1 or 2, whose diagnostic assessment indicates that it would be more appropriate for them to register for approved qualification alternatives to key skills, that is, Adult Certificates in Literacy and Numeracy at levels 1 or 2. Where this is the case, these qualifications may be funded as

additional learning aims, at the basic skills programme weighting (i.e. 1.4), through the appropriate loadband.

The Council will carry out further work during 2003/04 to explore the effectiveness of these arrangements in relation to entitlement funding.

3.9.2 Additional Learning Support for full-time learners on entitlement programmes

Institutions may not claim funding through the Additional Learning Support mechanism, in respect of basic skills support, for learners who are already enrolled on literacy or numeracy learning aims. Please refer to *Annex C, paragraphs 8, 19 and 20* of the LSC's '**Funding Guidance for Further Education in 2003/04**' for further clarification.

4. OFSTED INSPECTION OF KEY SKILLS PROVISION IN COLLEGES

4.1 Introduction

Key skills are not graded as a separate area within college inspection reports. They are often referred to in the individual curriculum sections within the content of student's main programme of study. In part B of the report there is a paragraph on the effectiveness of the co-ordination and management of provision for the delivery of key skills which is informed by evidence from all curriculum inspectors.

OFSTED became responsible for inspecting sixth form, tertiary, general further education and specialist colleges in April 2001.

The following guidance is taken from the **'Handbook for Inspecting Colleges'** (HMI 464), published in May 2002, which can be found on the OFSTED website at: www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=2307

4.2 How will inspectors judge learners' achievements in key skills?

In making judgements, inspectors will consider, where applicable, the extent to which learners reach levels in key skills consistent with their main programme of study or training. Inspectors will focus on the key skills of Communication, Application of Number and IT. The wider key skills of Working with Others, Improving Own Learning and Performance, and Problem-Solving may also form part of students' learning programmes.

In their judgement of key skills achievements, inspectors will consider:

- the opportunities for students to study and gain accreditation for key skills;
- levels of attendance at key skills lessons;
- the standards reached against the level specifications, based on observations and scrutiny of students' work;
- the number and proportion of students completing key skills programmes and achieving qualifications at an appropriate level;

- how well learners are prepared for effective participation in the workplace and in the community;
- how well learners progress to relevant further education, training or employment;
- how well learners develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively.

4.3 How will inspectors judge the quality of key skills teaching?

Judgements will emphasise the impact of teaching on students' learning and achievements. Inspectors will also evaluate how well the teaching helps students to extend their competence in key skills.

The development of key skills is most effective when teachers take responsibility for developing them as part of their teaching and when students see the relevance of these skills to the course they are studying. In the best practice, the teaching of and support for key skills are provided in a variety of settings, including lessons, key skills workshops and resource centres which students can visit as they wish and study individually or in groups.

To reach a judgement on the teaching and development of key skills across the college, inspectors will assess whether:

- there is a college policy on key skills that applies to all programmes and all students;
- the strategy for implementing the policy ensures a coordinated approach across the college that is actively supported by senior managers;
- there are systematic procedures for initial assessment and learning support;
- key skills teaching is closely linked to students' main programmes;
- there is an appropriate range of teaching methods and modes of delivery;
- there is regular monitoring and review of students' progress;

- there are effective arrangements for internal verification and moderation;
- managers receive regular reports on key skills development across the college;
- there are opportunities for staff development and sharing good practice.

In relation to specific courses, inspectors will evaluate whether:

- students are learning the skills necessary to cope with the courses they are following;
- work is carefully marked, with correction of spelling, grammatical errors or inaccuracies in work with numbers;
- IT is used by students as an integral part of their courses;
- work is as professionally presented as it is reasonable to expect at the relevant stage of their course;
- students work collaboratively with their peers and others;
- key skills are integrated effectively with aspects of the practical work.

4.4 What are inspectors' expectations of initial assessment?

Initial assessment should be used to identify students' additional support needs. It should be carried out during induction and the results should be reported to the students without delay. Actions based on the outcomes of initial assessment should be incorporated into students' individual learning programmes. Support may be provided to individuals, to whole groups or through learning workshops. Inspectors will look to see whether the students have suitable opportunities to get the support they have been identified as needing and are receiving it.

Work-based apprentices and New Deal clients should receive, when they join their programme, an assessment of their basic and key skills and, where appropriate, occupational aptitude. The results of this assessment should be taken into account when devising their individual training plans and in deciding whether the apprentices and clients need additional learning support.

4.5 How will inspectors judge whether programmes and courses meet the needs and interests of learners?

This question considers how effectively courses reflect the needs and interests of students and enable them to achieve appropriate qualifications for further education, higher education or employment.

Inspectors will focus on:

- the extent to which students are offered coherent programmes of study with a variety of interesting and useful activities;
- the extent to which the reforms of advanced-level qualifications have broadened the curriculum and been effectively implemented, including the arrangements for the teaching of key skills.

4.6 How will inspectors judge the planning of courses and programmes?

Inspectors will not prescribe models for course organisation and management. They will assess the effectiveness of what is done in terms of its impact on students. Key skills will be an integral part of many students' courses. Inspectors will assess key skills provision in relation to college policies, the assessment requirements specified by the college or the examining body, and how effectively the teaching of key skills supports and enhances the main area of study. Work-based apprentices should have coherent training programmes that require them to carry out tasks that become progressively more complex and demanding.

4.7 What do inspectors look for in Learning Support?

Most colleges assess full-time students' learning support needs when they start their course. College staff may also have information from the students' schools, including records of achievement. Initial assessment may identify difficulties with literacy or numeracy, particular problems such as dyslexia or hearing impairment or, in the case of advanced-level students, some individuals who are gifted or

talented. In the initial assessment of literacy and numeracy, many colleges use diagnostic tests to determine whether the students have the key skills necessary for the specific demands of the course, rather than simply assessing general levels of literacy and numeracy.

4.8 What are the characteristics which inform inspectors' judgements?

Very good or excellent provision:

- Pass rates and retention rates are well above sector averages.
- Results in any key skills that are examined are also very high.
- Key skills provision is well organised. A good range of enrichment activities enhances the curriculum.

Good or satisfactory provision:

- Pass rates and retention rates are at least in line with national averages.
- Most students attain the level expected in the key skills of Communication, Application of Number and Information Technology (IT), where relevant.
- The college offers a good range of post-16 courses at levels appropriate to students' needs. There are suitable arrangements for the development of the key skills.

The following may indicate unsatisfactory provision:

- A significant number of students' achievements in the key skills are too low for them to cope adequately with their course, or for them to have reasonable prospects of meeting the demands of further education and/or employment.

5. GUIDANCE FROM THE ADULT LEARNING INSPECTORATE (ALI)

5.1 What are the ALI's expectations of key skills providers in work-based learning?

Where key skills form part of a learning programme, they will be evaluated against each of the seven questions in the 'Common Inspection Framework'. The brief guidance below may be helpful to providers in understanding how the framework applies specifically to key skills.

5.2 How well do learners achieve?

Learners should be set challenging key skills targets. The minimum level of key skills undertaken by learners should be those specified in the appropriate Modern Apprenticeship framework, although some learners may need to begin their studies at a lower level. Where learners have already achieved key skills at the level specified in the framework, they may be offered the opportunity to work towards higher levels even though they will exceed the minimum requirements. Inspectors evaluate the extent to which these challenging targets have been met through the key skill attainment of current learners, achievement data for those who have left and pass rates for the external key skills tests.

5.3 How effective are teaching, training and learning?

Inspectors observe and evaluate the quality of key skills learning, both on- and off-the-job. It is expected that much of the key skills learning will be integrated with NVQ activities. Most learners will also need specific help in mastering some of the key skills techniques and underpinning knowledge. Arrangements should be in place to provide this support. Learners will also need guidance from trainers when practising and building their skills. Assessment on its own is

not enough – teaching and training is an important part of any key skills programme. In some instances, learners may benefit from a concentrated period of key skills development at the beginning of their programme, before embarking on the NVQ.

5.4 How are achievement and learning affected by resources?

Trainers and assessors delivering key skills should be competent themselves in key skills and confident enough to make effective key skills training and assessment an integral part of training programmes. One way for staff to show their competence in key skills is to gain the key skills units at the appropriate level – usually level 3 or above. Staff effectiveness in delivering key skills should be enhanced by a programme of professional development. Staff should be kept up to date with local and national development in key skills.

This could be achieved by attending local network meetings and training events.

There should be a suitable range of learning resources to support key skills learning and assessment, both on- and off-the-job learning sessions and independent study. These are likely to include paper-based and computer-based resources. Activities and assignments should be contextualised to meet learner interests and needs. It is good practice for candidates to practise and generate evidence for more than one key skill in the context of a single activity.

5.5 How effective are the assessment and monitoring of learners' progress?

There should be a comprehensive key skills initial assessment which successfully identifies areas in which a learner is already competent, and areas for further development. Initial assessment of key skills should not be confused with basic skills. Initial assessment may involve a range of techniques including discussion, observation, self-assessment and tests. Information gained through the initial assessment process should be carefully evaluated, discussed with the learner and used to plan an appropriate learning programme. Where appropriate, accreditation of prior learning in key skills should be provided. A 'blanket' approach to key skills, with all learners undertaking the same learning and assessment programme, is unlikely to meet individual needs.

Formative assessment should be undertaken regularly and used to monitor progress. Progress in key skills should be reviewed during formal progress review meetings attended by the learner, training provider and employer. Learners should be entered for external key skills tests only when considered competent. Learners should be thoroughly prepared for external tests, including the completion of practice papers under test conditions. All centres should have an internal verifier for key skills. Internal verification should take place regularly, sampling assessment decisions from all programme areas, candidates, assessors and key skills.

5.6 How well do the programmes and courses meet the needs and interests of learners?

Inspectors will check to see that modern apprenticeship framework minimum requirements are being met. Some learners may undertake additional key skills to those listed in the framework, according to their work role and personal aspirations. Full account should be taken of prior learning to avoid unnecessary duplication of work.

Arrangements for training and assessment in key skills should be clearly documented and learners should be allocated time for this during working hours.

Links between key skills and NVQ should be maximised to provide a coherent learning programme. Completion of key skills should not be left until the end of the apprenticeship programme.

5.7 How well are learners guided and supported?

The importance and benefits of key skills should be explained to learners at the outset, in a positive manner. Learners should be given full information on key skills during their induction programme. This should include details of which key skills are to be undertaken, the level, content and assessment methods. Learners should also be given copies of the key skills standards. The induction programme should be interesting, involving learners in practical activities.

Providers should have effective partnerships with employers.

Employers should be well-informed about key skills and encouraged to support key skill development in a number of ways. These include

motivating learners, helping them to identify opportunities to develop and demonstrate their skills at work, allowing time for key skills and giving apprentices opportunities outside their normal work to develop skills which don't fall naturally inside their job roles.

Some workplace supervisors may be able to undertake key skills assessments as long as they are competent and confident assessors. Others may supply witness statements of having observed learners demonstrating competence in the workplace.

5.8 How effective are leadership and management in raising achievement and supporting all learners?

The provider should have a clear policy on key skills. Responsibility for key skills across the organisation should be clearly designated, usually to a senior member of staff. There may be strategic objectives for key skills expressed in, for example, a business plan. Procedures for key skills should be documented and understood by managers, staff and employers. The provider should set and meet targets for learner achievement of key skills and pass rates for external tests.

Key skills should be included in quality assurance arrangements. Managers and staff should evaluate the effectiveness of key skills provision and include the evaluation in the annual self-assessment report. There should be a development plan for key skills. Managers should allocate suitable resources for key skills, including staff time and learning materials. Arrangements for administering key skills external tests should be robust, ensuring that awarding body guidance is followed.

5.9 Key skills in Entry 2 Employment (E2E)

Key skills and basic skills at a level appropriate to the individual learner form an important part of the E2E curriculum. It is expected that most learners will be involved in work in the areas of communication, number, and IT at some point in their E2E programme. It would be expected that all E2E learners would improve their basic/key skills by at least one level above that identified in their initial assessment. However, the ideal should be to bring the majority of learners to the key skills of Communication and

Application of Number at level 1, particularly for those progressing to Foundation Modern Apprenticeships. Inspection judgements relating to key skills will be arrived at in a similar way to that described for other learning programmes within the ALI remit. Information about key skills achievements by E2E learners will be collected through a national data collection form devised by the LSC in consultation with ALI. This form will enable inspectors to determine how many learners have attempted key skills qualifications and how many have successfully completed them.

6. PROGRESSION FROM ADULT CERTIFICATES IN LITERACY AND NUMERACY (BASIC SKILLS) TO KEY SKILLS QUALIFICATIONS

6.1 National Qualifications Framework (NQF) table

The following table shows the broad relationship between the levels of Adult Certificate in Literacy and Numeracy qualifications and key skills qualifications in Communication and Application of Number:

National Qualifications Framework	Adult Certificates in Literacy and Numeracy	Key skills qualifications in Communication and Application of Number
Level 4		Level 4 (test + portfolio)
Level 3		Level 3 (test + portfolio)
Level 2	Level 2 (test only)	Level 2 (test + portfolio)
Level 1	Level 1 (test only)	Level 1 (test + portfolio)
Entry	Entry Level 3	
	Entry Level 2	
	Entry Level 1	

The Certificates in Adult Literacy and Numeracy at levels 1 and 2 are aligned to the Communication and Application of Number key skills qualifications, respectively, at levels 1 and 2. The national standards for adult literacy and numeracy are more detailed than the key skills specifications and they relate most directly to part A of the Communication and Application of Number key skills qualifications at levels 1 and 2, amplifying the knowledge, techniques and understanding described in part A of the key skills specifications at the equivalent level. The external tests for Adult Literacy and Numeracy at levels 1 and 2 are the same as the external tests for key skills Communication and Application of Number, respectively, at levels 1 and 2.

The Secretary of State's grant letter to the LSC makes clear the high priority accorded to basic skills, including the expectation that the LSC will "tackle the basic skills needs of those aged 16-18 who still need

further help with literacy and numeracy in order to progress." In the context of adult basic skills, 'adult' is defined as any learner over the age of 16 (i.e., no longer in compulsory education). Prior to enrolment onto basic skills learning aims, learners should have a demonstrable need for this provision, shown through diagnostic assessment.

In instances where a learner has enrolled onto key skills programmes in Communication and Application of Number and achieves the external test, but does not complete their portfolio of evidence, this is regarded by the LSC as partial achievement of the key skills qualification even if the awarding body offers the candidate the opportunity to be awarded the Certificate in Adult Literacy or the Certificate in Adult Numeracy instead.

6.2 How should achievement of the key skills external test, but not the portfolio, be recorded?

Learners who achieve the key skills external test but do not achieve their portfolio of evidence should be recorded in the ILR as having partial achievement of their key skill qualification. These learners may also count towards the national targets for adult literacy and numeracy where this partial achievement moves them up by a level. Learners who achieve only the portfolio will not count towards the national targets.

Where a learner partially achieves Application of Number and Communication at Level 1 or Level 2 but the awarding body subsequently issues a certificate in Adult Numeracy or Literacy, respectively, the ILR should reflect the individual's original learning aim and partial achievement outcome. Achievement of a Certificate in Adult Literacy or Adult Numeracy is also a proxy for the Communication or Application of Number key skills external test.

6.3 If a learner is studying key skills and needs additional support, would we be able to draw down funding through the Additional Learning Support mechanism?

Additional Learning Support (ALS) can be claimed for full-time, 16-18 year old key skills learners, where this will help learners gain access to, progress towards and successfully achieve their learning goals. The types of ALS that may be provided for learners are described in Annex C to the **'Funding Guidance for Further Education 2003/04'**. The costing should be made on the basis of individual support, not for whole groups.

Institutions may not claim ALS funding through the Additional Learning Support mechanism, in respect of basic skills, for learners who are already enrolled on literacy or numeracy learning aims. Please refer to Annex C, paragraph 8 of the LSC publication **'Funding Guidance for Further Education in 2003/04'** for further clarification (see **'Sources of further information and advice'** at the back of this publication).

The LSC is currently reviewing the funding arrangements for ALS, and will implement changes arising from the review in 2004/05.

6.4 What support is available to those wishing to progress from basic skills to key skills?

Learners who have achieved an approved Adult Numeracy or Literacy Certificate qualification must complete and achieve a key skills portfolio of evidence in Communication or Application of Number, respectively, in order to gain the key skills qualification at the same level in Communication or Application of Number.

For adults (i.e., those aged 19+) and part-time 16-18 year old learners this key skills learning aim will be funded at programme weighting 1.4. This programme weighting does not apply to 16-18 year old learners on full-time programmes for whom the key skills are funded as part of the entitlement.

7. GENERAL QUESTIONS ABOUT KEY SKILLS

7.1 Are all learners who have not achieved GCSE A*-C grades in English, Maths or ICT expected to achieve the relevant key skills qualification(s) at level 2?

Yes. The Secretary of State's expectation is that students who have not achieved GCSE A*-C grades in these subjects should acquire the relevant key skills qualification(s) at level 2. Individual judgements about students' needs will have to be made at the initial assessment stage. It may, for example, be appropriate for some students to work towards the level 1 qualification in some or all of the three key skill areas before moving on to the level 2 qualification.

7.2 What is a "relevant" key skills qualification?

At level 2, the relevant key skills qualifications in Communication, Application of Number and Information Technology are those for which the student has not already achieved a GCSE A*-C in English, Maths or ICT. At level 3, a relevant key skills qualification in Communication, Application of Number or Information Technology is one which is suited to the needs of the young person aiming to pursue a professional or higher level qualification. The precise choice of level 3 qualification(s) must be governed by an assessment of what will best support progression towards and preferably beyond the professional or higher level qualification goal.

7.3 Which categories of students do not need to be registered with an awarding body for the key skills qualifications?

Students' programmes should be tailored to meet their individual needs and in line with the Secretary of State's expectations set out above. Only students who have already met those expectations in

full would not need to register for further key skills qualifications, although even these students may choose to gain further key skills qualifications or the wider key skill units as well.

Providers are reminded that all candidates working towards achieving a key skills qualification must be registered with an appropriate awarding body; otherwise the approved key skills qualification cannot be awarded.

A list of awarding bodies currently offering key skills qualifications can be found at Annex I.

7.4 Do universities value key skills?

It is true that many universities admissions tutors do not explicitly require key skills achievement, usually because not all students have access to key skills programmes. Recent experience is that universities which do not require key skills achievement for the initial offer will take this into account when making final decisions on applicants.

The Government policy statement '14-19: Opportunity and Excellence' announced the introduction of an entitlement for all young people to continue studying up to age 19 until they reach the standard of a good GCSE or the corresponding level 2 key skills qualification in Communication, Application or Number or IT. This entitlement should enable more schools and colleges to offer key skills and thus encourage more HE institutions to expect key skills achievement. Students going on to higher education after 19 should be encouraged to achieve a level 3 qualification in at least one of these skill areas. The published indicative entry requirements for 2004 entry showed that 240 UCAS member institutions (74%) have at least one course where key skills achievement is encouraged, and around 49% have at least one course where key skills tariff points are counted towards an offer.

7.5 How do Universities recognise key skills achievement?

There have been two further significant developments to the UCAS website. Firstly, a 'tariff calculator' has been created. This enables a candidate to enter their A level, AS and AVCE grades along with their

achievements in the individual key skills qualifications so that their total tariff points can be calculated. A second important development, that underlines the importance of key skills development both prior to entering university and during undergraduate study, is the 'Entry Profiles' in the courses database. Each Profile includes a listing for skills that are essential to the field of study and the aim is to include all university courses, around 50,000 in all. As well as signalling the value of key skills to applicants, this process is encouraging admissions tutors and course teams to consider underpinning skills and to make them explicit.

Success in the key skills qualifications attracts UCAS Tariff points: 10 points for each key skill of Communication, Application of Number and Information Technology at level 2 and 20 points at level 3. So a student who achieves all three key skills at level 3 will obtain 60 points, the same as for a grade A at AS level. Universities take a variety of approaches to recognising these Tariff points for offer purposes.

7.6 Where can I get help with bringing key skills into programmes?

QCA's advice on managing the post-16 curriculum can be found on their website at: www.qca.org.uk/14-19/11-16-schools/index_s2-0-curric-planning.htm

Practitioners and programme managers in schools and colleges can also get advice and support directly from the Key Skills Support Programme (KSSP), as can practitioners in the work-based route.

The KSSP can be contacted via its website www.keyskillssupport.net or by phoning the dedicated help lines:

For schools and colleges: **0870 872 8081**

For the work-based learning route: **0845 602 3386**

The support available includes practitioner networks, training events, consultancy services and briefings; materials development and evaluation (for example, guides to key skills within a range of A level courses, guide to management of key skills in colleges, others aimed specifically at the work-based route such as 'Working with Employers'); information for learners (*'Essential Key Skills'*, *'Simple Guide to Key Skills'*); communications (website, newsletter, a helpline).

7.7 What are the wider key skills?

These skills are valued by employers and higher education institutions and for lifelong learning. The wider key skills units (Working with Others, Problem Solving, Improving Own Learning and Performance) are not externally assessed and are therefore not currently accredited as qualifications within the National Qualifications Framework (NQF), although consideration is being given to including the wider key skills in the NQF from September 2004. In this, they differ from the key skills qualifications (Application of Number, Communication and IT). The wider key skills units are nevertheless offered and certificated by key skills awarding bodies.

7.8 Can learners follow the wider key skill units instead of the key skills qualifications?

No, but a more tailored approach to designing programmes should make it possible for students who have already achieved the Government's expectations for key skills achievement (i.e. level 2 in Communication, Application of Number and IT plus, for those aiming for a professional or higher qualification post-19, at least one level 3 in these subjects) to seek formal assessment and certification in the wider key skills if they so wish (see **chapter 1 'Guidance from DfES'** for a fuller explanation of government expectations for key skills).

7.9 How do key skills in the work-based learning route compare to schools and colleges?

The Government's response to the QCA review in July 2001 was intended to lead to greater parity between the three routes. The relaxation for those holding GCSE A*-C grades in English, Maths or ICT applies equally to the work-based learning route. Those who have achieved GCSE A*-C in these subjects within five years¹³ prior to starting their Modern Apprenticeship programmes need not be expected to attempt the corresponding level 2 key skills qualification(s). This leaves them free to improve their key skills by attempting higher level qualifications or the wider key skills.

¹³ The five year relaxation limit will be effective from 1st August 2004 and replace the existing three year limit. Enquiries should be directed to the LSC.

There is a mandatory requirement for level 2 Communication and Application of Number key skills qualifications in AMA programmes reflecting the broad requirement for these skills at this level in all craft, technical and junior management occupations.

Similarly, the expectation that those aiming for a professional or higher qualification post-19 (which will be true of many AMA candidates) should be supported in gaining at least one relevant key skill qualification at level 3, is already catered for in the Modern Apprenticeship frameworks where Sector Skills Councils or relevant industry sector bodies have already specified one or more level 3 key skills qualification(s). The same range of proxy qualifications, identified by the QCA, is available to the work-based learning route.

8. GENERAL QUESTIONS FROM SCHOOLS AND COLLEGES

8.1 Can entitlement funding be claimed in year 2 if the expectation is met in year 1? ¹⁴

The Secretary of State's expectations are that students who are aiming to pursue a professional or higher qualification post-19 should be supported in gaining at least one relevant key skill qualification at level 3. This is the minimum eligibility for the entitlement element of funding for students.

The entitlement funding can still be claimed for college students who have met all these expectations in the first year of their advanced level programme and are continuing with the tutorial and enrichment elements of the entitlement package. Students may choose to gain more than one key skill qualification at level 3, or they can have the option of working towards one or more of the wider key skills.

8.2 Will students who are re-taking GCSE qualifications be required to register for the relevant key skill qualification at level 2?

The Secretary of State expects key skill programmes to be offered to all post-16 students; where students have not already achieved A*-C grades in GCSE English, Maths, or ICT those programmes should lead to the formal acquisition of the relevant key skills qualifications at level 2. For example, students on a 2 year programme re-taking GCSEs in Maths, English or ICT who have not achieved an A*-C grade in these subject areas by the end of their first year of post-16 study would then be expected in their second year to be working towards and registered for the relevant key skill qualification(s) at level 2.

Local institutions will make professional judgements on the most appropriate route (GCSEs or key skills qualifications) to level 2 achievement in the first year of post-16 study, taking account of individual students' needs and preferences. Training providers and teachers are reminded that, in order to be eligible for the entitlement funding, key skills learning must be included as part of the student's post-16 programme.

¹⁴ Years 1 and 2 are equivalent to school years 12 and 13 respectively.

8.3 Can funding for the wider key skills be claimed in addition to entitlement?

The wider key skills are separately fundable through the loadbands. Funding may be claimed for the wider key skills in addition to the entitlement funding provided that additional guided learning hours are delivered at the appropriate level. However, the wider key skill units could also be delivered as enrichment activity, in which case no additional funding should be claimed. Funding for additionality is subject to the taper, for details refer to *paragraphs 133 –140* of the LSC publication, **'Funding Guidance for Further Education in 2003/04'** (see **'Sources of further information and advice'**).

8.4 What are the mandatory requirements on institutions to enable them to claim entitlement funding?

All students must be following a programme which includes tutorial, enrichment and key skills learning. However, providers are reminded of the Secretary of State's expectations for post-16 learners regarding achievement of key skills, which are set out in **chapter 1** of this document. Refer to **chapter 3 'Guidance from the LSC'** for details of the 2003/04 funding arrangements for key skills in further education.

8.5 Will there be funding for Mathematics and English GCSEs and the corresponding key skills qualifications at level 2?

Yes, GCSEs in Mathematics and English will continue to be eligible for funding in addition to the entitlement funding.

8.6 How will the delivery of key skills be monitored in colleges, now that the audit requirement for key skills has been reduced?

The LSC will monitor key skills through their continuous 'quality monitoring activities' which are part of the continuous cycle of

performance review. The key performance review area 'Learner Experience and Performance' specifically relates to the monitoring of key skills. Key skills will be inspected as part of OFSTED's and the ALI's planned cycle of inspections of all institutions (see **chapters 4 and 5**).

External auditors will check that learners meet the eligibility criteria for LSC funded entitlement, i.e. that they are aged under 19 on 31 August in the calendar year in which they start their programme of study and that they are studying on a full-time basis, defined as: 'enrolled on a programme of at least 450 guided learning hours in any 12-month period, including learners who withdraw after a census date'.

Funding calculations continue to be on a per period basis. Institutions with learners aged 16-18 who study programmes of fewer than 450 guided learning hours that are equivalent to two AS/A2 levels plus the entitlement may seek approval from their local LSC for those learners to be considered full-time on an exceptional basis. *Paragraph 31* of the LSC publication '**Funding Guidance for Further Education in 2003/04**' gives further details (see '**Sources of further information and advice**').

8.7 What information should the college document/maintain in order to inform the monitoring visits?

Monitoring of key skills is part of overall monitoring. The depth and breadth of monitoring specific to key skills needs to be commensurate with its scale in the context of education and training overall.

Sources of evidence for learner experience and performance may include, for example:

- inspection grades and more detailed findings in inspection reports (where available);
- learners' success rates; as well as the results of learner satisfaction surveys. These may specifically monitor learners' views about key skills delivery.

Supplementary information may also be derived from:

- post-inspection action plan (as appropriate)
- ISR/ILR

8.8 How should key skills activity for learners who are not registering with an awarding body be recorded on the ILR?

All learners following key skills programmes are eligible for the entitlement funding provided they are also receiving tutorial and enrichment activities. The current guidance for recording data on the ILR is published in the LSC publication **'Specification of the Individualised Learner Record Batch Data Capture File for 2003/04'** (see **'Sources of further information and advice'**). Institutions are requested to return information about all the key skills qualifications on which a learner is enrolled to study. This includes both those learners who are registered with an appropriate awarding body for key skills qualifications and those who are not.

Page 60 of the current manual sets out the requirements to complete *'Eligibility for enhanced funding field L28'*. To claim the entitlement funding a valid entry must be entered in this field.

Page 142 sets out the requirements to complete *'learning outcome field A35'*. The valid entries listed should continue to be used for 2003/04 returns. Learners who have completed the key skills learning and who are not registered with an awarding body should be identified in the *'learning outcome field A35'* using code 5, and in the *'eligibility for achievement funding field A39'* using code 9.

9. SPECIFIC QUESTIONS FROM WORK- BASED LEARNING PROVIDERS AND EMPLOYERS

9.1 What is the position on the place of key skills, and of key skills external tests in particular, within Modern Apprenticeship frameworks?

Key skills and the external tests will continue to be an integral part of MA frameworks. This will allow all Modern Apprentices to complete the Modern Apprenticeship framework by reliably securing the underpinning skills that will fit them for future careers as well as for their first job.

It has been recognised that some learning providers and apprentices are currently struggling with key skills and it is accepted that their needs must be addressed. Accordingly, DfES, LSC and QCA officials are developing a timetable of actions that will provide significant additional support. These actions include:

- introduction of a level playing field in basic and key skills funding from 2004/05;
- making training and support for practitioners available, building on existing models developed by the Key Skills Support Programme, to extend the take-up of best practice in key skills teaching and learning;
- providing access for all sectors to on-demand and on-screen testing and enabling sectors to integrate key skills more closely into their NVQs and technical certificates.

9.2 What key skills are required in Foundation Modern Apprenticeships and Advanced Modern Apprenticeships?

Those engaged on a Foundation Modern Apprenticeship must achieve, as a minimum, the key skills qualifications in Communication and Application of Number at Level 1.

Similarly, those working on an Advanced Modern Apprenticeship must achieve, as a minimum, key skills qualifications at level 2 in Communication and Application of Number.

However, there is some flexibility around how these goals may be achieved: see **sections 9.3** and **2.4** for details of proxy qualifications (which may exempt apprentices from taking all or part of a key skills qualification), and **sections 9.5** to **9.7** for information about the relaxation ruling (which exempts apprentices with the appropriate GCSE/AS/A levels from having to take level 2 Communication and/or Application of Number key skills qualifications).

It is for Sector Skills Councils (SSCs) or other industry sector bodies to specify which additional key skills, if any, and at what levels are required for successful completion of an MA framework. This could include the key skill qualification in Information Technology and/or the wider key skills units of Improving Own Learning and Performance, Problem Solving and Working with Others. Providers will need to ensure that apprentices have opportunities to take the key skills qualifications at the level or levels appropriate to their needs and abilities as well as the requirements of the framework.

9.3 Will all Modern Apprentices pursuing a key skills qualification have to take the external assessment (test) component?

Candidates are required to achieve the externally set and marked test component as well as the portfolio component in order to achieve the key skills qualifications in Communication, Application of Number or IT. However, there was an initial year-long dispensation, whereby Modern Apprentices were permitted to satisfy the MA framework requirements on the basis of portfolio evidence only, without achieving the key skills qualifications. This dispensation ended on 31 August 2001 (see **section 9.4**).

Some learners will have a proxy qualification as defined by current QCA guidance (see section 2.4 for details and time limits). For example, GCSEs in English or Maths at grades A*-C (or the Adult Literacy or Numeracy Certificate at level 2) will exempt an

apprentice from the externally set and marked tests in Communication and Application of Number at level 2; GCSEs in English, Maths at grades D-G (or the Adult Literacy or Numeracy Certificate at level 1) will exempt an apprentice from the corresponding externally set and marked tests at level 1. This use of proxies as a means of achieving the key skills qualifications is distinct from the 'relaxation ruling' (see **section 9.5**).

Introduction of the externally set and marked test component should help providers to reduce the time and resources currently devoted to the portfolio component, which is now less demanding than previously. Assessment in the work-based learning route is now on the same basis as that in schools and colleges, requiring evidence both of possession of the skills to a consistent standard and of their application in a range of work-related settings.

9.4 How does this affect those apprentices already on a Modern Apprenticeship programme prior to 1 September 2001? Can they continue to submit portfolio evidence only?

For those who started an FMA or AMA between 1 September 2000 and 31 August 2001, there was a choice. By providing portfolio evidence only for all three key skills of Communication, Application of Number and IT they could satisfy the framework requirements in place when they started the apprenticeship. However, choosing this option would not count as achievement of the key skills qualifications themselves.

Any apprentice who started prior to 31 August 2001 and who has opted for this approach must have completed their portfolio by 31 August 2003. Those who have not submitted their evidence by this date will need to satisfy the MA framework requirements in place as at 1 September 2003 (see **sections 9.1 – 9.3** for details) in order to complete their Modern Apprenticeship.

9.5 What is the relaxation ruling?

The relaxation ruling allows Foundation and Advanced Modern Apprentices who started on or after 1 September 2001, and who have achieved a grade A*-C GCSE in English and/or Mathematics, to

complete their frameworks without being required to take the level 2 Communication and/or Application of Number key skills qualifications. This relaxation is designed to enable apprentices to concentrate on developing other key skills or improving their Communication or Application of Number by progressing to level 3.

This also applies to those who have achieved a GCE A/AS level at grade A-E in English Language, English Literature, or English Language and Literature and also GCE A/AS level at grade A-E in Mathematics, Pure Mathematics, or Further Mathematics (against the Communication and Application of Number key skills qualifications respectively).

Achievement of the GCSE/A/AS level must be no longer than five years¹⁵ before the date of registration on the MA framework. For framework completion purposes, those achieving an A*-C GCSE in English or Mathematics in the summer are deemed to have been certified on the 31 August, while the date for those achieving during the winter months is deemed to be 31 March.

The relaxation is distinct from the use of proxy qualifications, which is detailed in **section 2.4**.

9.6 What if a Sector Skills Council decides that even if an AMA candidate possesses English and Maths (A*-C) GCSE, he or she must still achieve Application of Number and Communication at level 2?

The view of the Apprenticeship Approvals Group (AAG) is that SSCs or other industry sector bodies should apply the relaxation announced by Government (see **section 9.5**).

However, if an SSC or other industry sector body decides that Application of Number and Communication level 2 are necessary for skills development, irrespective of the qualifications an individual already possesses, the SSC or other industry sector body will have to put a clear rationale to AAG.

¹⁵ The five year relaxation limit will be effective from 1st August 2004 and replace the existing three year limit. Enquiries should be directed to the LSC.

9.7 What action should Sector Skills Councils and other industry sector bodies be taking?

SSCs may wish to consider whether their FMA and AMA frameworks need to be reviewed and revised (as appropriate) to reflect the current arrangements for key skills. Approval for any proposed changes must be sought through the Apprenticeship Approval Group. The LSC national office can advise on likely approval limits. SSCs should also specify in their frameworks that, under the relaxation ruling, prior achievement of GCSE A*-C grades in English and Maths will be acceptable for the award of the AMA Completion Certificate instead of level 2 key skills qualifications in Application of Number and Communication (see **section 9.5** for details).

Where an SSC has received approval to their revised framework it is important that they notify the local LSCs and other key partners (such as providers) to inform them of the changes and when they apply from. This is extremely important with regard to the award of the Modern Apprenticeship Completion Certificate.

9.8 What about the wider key skills?

These skills are valued by employers and higher education institutions and are important to lifelong learning. The wider key skills (Working with Others, Problem Solving, Improving Own Learning and Performance) are not externally assessed and are therefore not regarded as qualifications within the National Qualifications Framework. In this, they differ from the key skills qualifications (Application of Number, Communication and IT). The wider key skills, however, can be offered and certificated by key skills awarding bodies.

The value placed by employers on these skills is evident from their inclusion in Modern Apprenticeship frameworks. In addition, other apprentices who have already achieved the Government's expectations, of Level 2 in Communication, Application of Number and IT and, for those aiming for a professional or higher qualification post-19, achievement in at least one level 3 in these subjects, should be encouraged, as should the formal assessment and certification in the wider key skills.

9.9 Can you tell me more about giving apprentices the chance to develop the key skills appropriate to their needs and abilities?

The Government wants to ensure that all apprentices have the opportunity to improve their key skills to levels consistent with their abilities, aspirations and Modern Apprenticeship Framework. In other words, apprentices should be encouraged to take key skills at a level appropriate to their needs, potential, and framework requirements. Once initial assessment is undertaken and agreement reached on which key skills should be taken and at which levels, this should be recorded in apprentices' individual apprenticeship plans. The reasons why a particular course of action is being taken should also be recorded. In summary, therefore, from 1 September 2001:

- Providers must ensure minimum achievement levels.

Foundation Modern Apprentices who do not possess a GCSE A*-C in Maths and English (thereby exceeding the level 1 requirement) must achieve, as a minimum, the key skills qualifications of Communication and Application of Number at level 1 respectively.

All Advanced Modern Apprentices will need to attain a minimum of level 2 in the key skills qualifications of Application of Number and Communication for successful completion of an Advanced Modern Apprenticeship or have achieved a GCSE A*-C in Maths and English respectively.

- Providers should encourage further learning opportunities.

Although it may be more than the minimum requirement set out in industry frameworks, the Government is keen that apprentices be encouraged to improve their key skills. Where the required key skills qualifications or A*-C GCSEs have been achieved by young people before starting their framework, initial assessment should determine whether individuals in this category need to achieve key skills at a level higher than they already have. This would be based on what is needed to succeed in the chosen occupation and/or the needs and abilities of the apprentice. The level of key skills attainment will be discussed and agreed during initial assessment and recorded through Individual Apprenticeship Plans.

9.10 What progress can the learner expect to make on key skills while on an Entry to Employment (E2E) programme.

All learners undertaking E2E will have their basic/key skills needs identified in their initial assessment along with their vocational, personal and social development needs. Their personal and learning objectives will be recorded in their E2E Programme document (part of the E2E Passport). Objectives will need to be simply and clearly expressed, measurable, realistic and achievable; they must also provide a degree of challenge for the young person and be relevant to the outcome the learner is realistically aiming towards. All learners can expect their E2E Programme document to identify improvement in basic/key skills.

Although not a mandatory requirement of the programme, it is the aspiration that the majority of learners will make progress towards Communication and Application of Number at level 1. This will be particularly important for those progressing onto foundation modern apprenticeships. Progress towards acquiring basic/key skills will be supported, including the opportunity, where appropriate, for the young person to undertake basic/key skills tests and/or compile evidence of skills learned. Within E2E the emphasis will be on innovative, integrated and imaginative support towards achievement.

Further guidance in respect of basic/key skills in E2E will be published by the LSC in March 2004.

9.11 What role do key skills have in work-based learning where there are no MA frameworks?

Young people starting on an LSC funded programme of NVQ learning can expect to develop their basic and/or key skills within the context of a coherent programme of learning. This learning programme will support the acquisition of basic/key skills beyond the level the young person is at on commencing their programme and will be related to their initial assessment and diagnostic needs.

9.12 How will training providers be monitored?

The LSC will monitor key skills through quality monitoring visits as an aspect of the performance review area, 'Learner Experience and Performance'. Key skills will be inspected as part of the Adult Learning Inspectorate's planned cycle of inspections of all providers (see **chapter 5**). In addition, discussions with staff and students will confirm whether key skills programmes are being delivered in line with government expectations and as set out in the provider's strategic plan.

10. SOURCES OF FURTHER INFORMATION AND ADVICE

Key Skills Support Programme (KSSP)

The Key Skills Support Programme aims to help and provide resources for practitioners in training providers, schools and colleges to improve the quality of key skills provision and to support the preparation of young people for the key skills qualifications.

Website: www.keyskillssupport.net

The support available includes practitioner networks, training events, consultancy services and briefings; materials development and evaluation (for example, guides to key skills within a range of A level courses, guide to management of key skills in colleges, others aimed specifically at the work-based route such as *'Working with Employers'*); information for learners (*'Essential Key Skills'*, *'Simple Guide to Key Skills'*); communications (website, newsletter, a helpline).

The KSSP operates two help-lines:

Help for practitioners in schools and colleges: **0870 872 8081**

Help for practitioners in the work-based teaching and learning route: **0845 602 3386**

Learning and Skills Council (LSC)

The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds in England.

LSC Helpline: **0870 900 6800**

E-mail: info@lsc.gov.uk

Website: www.lsc.gov.uk

LSC online information referred to in this publication:

Funding Guidance for Further Education in 2003/2004 is on the LSC website at:

[www.lsc.gov.uk/National/Documents/SubjectListing/Funding Learning/FurtherEducation/FundingGuidancefor20022004.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/FundingLearning/FurtherEducation/FundingGuidancefor20022004.htm)

School Sixth Forms: Funding Guidance for 2003/4

Available on the LSC website at:

[www.lsc.gov.uk/National/Documents/SubjectListing/Funding Learning/SchoolsandSixthForms/default.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/FundingLearning/SchoolsandSixthForms/default.htm)

The Specification of the Individualised Learner Record for 2003/04

To access this online, go to

www.lsc.gov.uk/National/Partners/Data/default.htm

On the left hand drop down menu, click on '**Data collections**'

On the right hand drop down menu, click on '**Individualised Learner Record**', then click on '**Go**'.

The key skills look-alikes list can be found at:

[www.lsc.gov.uk/National/Documents/SubjectListing/Funding Learning/KeySkills/KeySkillsLookalikeList.htm](http://www.lsc.gov.uk/National/Documents/SubjectListing/FundingLearning/KeySkills/KeySkillsLookalikeList.htm)

Qualifications and Curriculum Authority (QCA)

Website: **www.qca.org.uk**

The key skills qualifications specifications and guidance, which includes an introductory section, is available on the QCA website at:

www.qca.org.uk/qualifications/5333.html

The list of recognised proxy qualifications, scheduled monthly assessment dates at levels 1 and 2 for 2003/04 and other useful information can be found on the QCA website at:

www.qca.org.uk/qualifications/types/603.html

The QCA Basic and Key Skills team can be contacted on 020 7509 5555

Department for Education and Skills (DfES)

Website: **www.dfes.gov.uk**

Information about the White Paper '**21st Century Skills – Realising Our Potential**' (often referred to as **The Skills Strategy**) can be found at: **www.dfes.gov.uk/skillsstrategy/**

The National Test Toolkit, which contains comprehensive information about the National Tests, including practice tests in paper based and on-screen formats and a comparison table of the awarding bodies is available from DfES Publications on 0845 60 222 60 (please quote reference: SFL NTT).

ESOL qualifications

A detailed list of all accredited ESOL qualifications for 2002-4 is now available on the teaching and learning section of the **readwriteplus** website:

www.dfes.gov.uk/readwriteplus/ESOL_Qualifications_Report

On-line mapping of adult literacy and Numeracy standards to occupational standards.

The on-line maps are intended for use in training, curriculum planning and materials development. The web site is now live at:

www.dfes.gov.uk/readwriteplus/nosmapping/

The DfES Key Skills Policy Team can be contacted by writing to:

Key Skills Policy Team, Department for Education and Skills
Room E3c, Moorfoot, Sheffield S1 4PQ;

or by e-mailing: **key.skills@dfes.gsi.gov.uk**

To order hard copies of this publication, call 0114 259 3759 or e-mail **key.skills@dfes.gsi.gov.uk**

Adult Learning Inspectorate (ALI)

For information about the ALI visit **www.ali.gov.uk**

or write to:

Adult Learning Inspectorate
Spring Place, Coventry Business Park, Herald Avenue
Coventry CV5 6UD

Office for Standards in Education (OFSTED)

For information about OFSTED visit **www.ofsted.gov.uk/**

or write to:

OFSTED, Alexandra House, Kingsway, London WC2B 6SE

ANNEX I - AWARDING BODIES CURRENTLY OFFERING KEY SKILLS QUALIFICATIONS

Awarding body	Website	Contact number
ASDAN	www.asdan.co.uk/	0117 941 1126
AQA	www.aqa.org.uk/	0161 953 1180
BHTB	www.bhtb.co.uk/	01638 560 743
CACHE	www.cache.org.uk/	01727 847636
City & Guilds	www.city-and-guilds.co.uk	020 7294 2800
CCEA	www.ccea.org.uk/	028 9026 1200
EAL	www.eal.org.uk/EAL.nsf/?Open	0870 240 6889
*London Qualifications Ltd (EDEXCEL)	www.edexcel.org.uk/	0870 240 9800
ETCAL	www.etcni.org.uk/services.htm	028 9032 9878
HAB	www.hab.org.uk/	020 8579 2400
IMI	www.motor.org.uk/	01992 511 521
*Education Development International plc (LCCI Examinations Board)	www.lccieb.com/Lcci/Home/Index.asp	020 8309 3000
NCFE	www.ncfe.org.uk/	0191 239 8095
OCR	www.ocr.org.uk/	024 7647 0033
Pitman Qualifications	www.pitmanqualifications.com/	020 7294 2800
QFI	www.qfi.co.uk/	01952 520210
VTCT	www.vtct.org.uk/	02380 684 500
WJEC	www.wjec.co.uk/exams.html	029 2026 5000

* These awarding bodies have recently changed their name.

ANNEX 2 ABBREVIATIONS AND ACRONYMS

AAG	Apprenticeship Approval Group (replaced MANTRA)
ACCAC	Qualifications Curriculum and Assessment Authority for Wales/Curriculum Council for Wales
ALI	Adult Learning Inspectorate
AMA	Advanced Modern Apprenticeship
AoN	Application of Number (key skills qualification)
CCEA	Northern Ireland Council for the Curriculum, Examinations and Assessment
Comm	Communication (key skills qualification)
DfES	Department for Education and Skills
E2E	Entry to Employment
ESOL	English for Speakers of Other Languages
FE	Further Education
FMA	Foundation Modern Apprenticeship
GCE	General Certificate of Education; A-levels, AS-levels
GCSE	General Certificate of Secondary Education
glh	Guided learning hours
HMI	Her Majesty's Inspector
ICT	Information and Communications Technology
ILR	Individualised Learner Record
IOLP	Improving own learning and performance (wider key skills)
ISR	Individualised Student Record
IT	Information Technology (key skill qualification)
LfW	Learning for Work
LSC	Learning and Skills Council
LSDA	Learning and Skills Development Agency
MA	Modern Apprenticeship

MANTRA	Modern Apprenticeship and National Traineeship Advisory Group (replaced by AAG)
NVQ	National Vocational Qualification
NQF	National Qualifications Framework
OFSTED	Office for Standards in Education
PS	Problem Solving (wider key skills)
QCA	Qualifications and Curriculum Authority
RTG	Real Terms Guarantee
SFR	Statistical First Release
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
SQA	Scottish Qualifications Agency
UCAS	University and Colleges Admissions Service
Ufi	University for Industry
WWO	Working with others (wider key skills)

TELL US WHAT YOU THINK!

If you have suggestions for information that could be included in future editions of **'Key skills, policy & practice – Your questions answered'**, we would like to hear from you.

You can either:

1. e-mail us at key.skills@dfes.gsi.gov.uk,
2. write to us at:
Key skills policy team, E3C, Moorfoot, Sheffield S1 4PQ
3. call us on: 0114 259 3759.

Please be sure include your name, address and (if relevant) details of the organisation you work for or represent.

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Department for Education and Skills (DfES),

Learning and Skills Council (LSC),

Office for Standards in Education (OFSTED),

Qualifications and Curriculum Agency (QCA).

department for
education and skills

Learning+Skills Council

