



## **Non-regulated provision review feedback and outcomes**

### **Introduction**

This note provides feedback and outcomes from the review of non-regulated provision, which started on 6 November 2013. You can find more information in [Update issue number 183](#) on our website.

### **Review feedback**

By the review closing date of 20 December 2013, we received responses from 37 providers for 253 non-regulated learning aims. Nearly 230 of these were concerned with provision not in scope of the review, including 16 to 18 or Community Learning provision (60), Learners with Learning Difficulties and/or Disabilities (LLDD), English for Speakers of Other languages (ESOL) provision which had already been confirmed for continued funding (90), and English and maths and vocational provision (79), which we had confirmed we would not continue to fund for non-LDD learners.

Thirteen providers returned forms (24 learning aims) concerned with 'preparation for work', including:

- work preparation - CV writing and interview skills
- personal social development - self-esteem and confidence building and basic IT skills

## **Review outcomes and next steps**

Having considered the feedback above and sought advice from the Qualifications Advisory group we have confirmed in the [Funding Rules 2014 to 2015 \(version 1\)](#) continued funding for the following non-regulated provision.

- for learners with Learning Difficulties and/or Disabilities (LLDD) as part of a personalised programme of learning where there is no appropriate vocational or non-vocational alternative regulated qualification
- for ESOL learners until the new suite of ESOL Qualifications and Credit Framework (QCF) qualifications are developed and embedded in delivery, where there is no appropriate alternative regulated qualification

As part of the review, we also confirmed that we would cease funding non-regulated English and maths provision and non-regulated vocational provision, excluding for LLDD, for the funding year 2014 to 15. This was on the basis of the wide range of English and maths qualifications and QCF vocational qualifications.

With regard to the returns concerned with 'Preparation for Work' we are seeking further advice from QAG on this area in light of the confirmation in 'Getting the Job Done: The Government's Reform Plan for Vocational Qualifications' (March 2014) that:

'during 2014 the Agency will review the qualification offer at entry and level 1 to ensure that where qualifications are approved and available their achievement can act as recognised and transferable currency for the individual. This work will look at where the learning might be better delivered outside a qualification, taking account of and following on from the Agency's recent review of non-regulated provision'.

We will confirm the funding arrangements for this provision in 2014 to 2015 as soon as possible.

A priority for the review was that any future non-regulated provision we fund would have to be quality assured by the application of Recognising and Recording Progression and Achievement (RARPA) standards and criteria. RARPA is a 5-staged approach to quality assuring provision that is focussed on the individual rather than external accreditation. This requirement is now confirmed in the [Funding Rules 2014 to 2015 Version 1](#).

Looking forward we will review the categories of non-regulated provision we fund as part of the annual review of the regulated offer.