

Subject:

**DELIVERING THE ENTITLEMENT FRAMEWORK:  
GUIDANCE TO SCHOOLS 2022/23**

**DE Circular Number: 2022/17**

**Date of Issue: 9 December 2022**

**Target Audience:**

- Principals and Boards of Governors (BoG) of all grant-aided post-primary schools and special schools with secondary departments;
- Education Authority (EA);
- Further and Higher Education Colleges (F&HE);
- Council for Catholic Maintained Schools (CCMS);
- Comhairle na Gaelscolaíochta (CnaG);
- Northern Ireland Council for Integrated Education (NICIE);
- Controlled Schools Support Council (CSSC);
- Council for the Curriculum, Examinations and Assessment (CCEA);
- General Teaching Council for Northern Ireland (GTCNI).

**Summary of Contents:**

This circular, issued by the Department of Education, details the 2022/23 support arrangements for the delivery of the Entitlement Framework.

**Enquiries:**

Any enquiries about the content of this Circular should be addressed to:

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**Governor Awareness:**  
Essential

**Status of Contents:**  
For information and action by schools

**Superseded Documents:**  
DE Circular 2022/01

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## Introduction

In order to meet the full statutory requirements of the Entitlement Framework (EF) all post primary schools are required to provide pupils with access to a minimum of 21 courses at Key Stage (KS) 4 and 21 courses at post-16; of which at least one third must be general and one third applied.

The purpose of this circular is to set out the EF funding arrangements for the 2022/23 financial year. They are as follows:

- Funding will continue to be awarded for courses delivered collaboratively with other schools, further education colleges and other training providers;
- Special Schools will continue to be funded for courses delivered collaboratively; and
- Funding will continue to be allocated to support the work of Area Learning Communities (ALC).

## 2022/23 EF Support Arrangements

Schools receive their core funding via the Local Management of Schools budget allocation to deliver the statutory curriculum which includes the EF. Please note that the additional EF collaborative course funding element is provided as a *contribution towards meeting the costs associated with the collaborative delivery of KS4 and post-16 courses*. The funding allocated for 2022/23 is calculated on the basis of courses that have been delivered through collaboration in the 2021/22 school year.

The additional cost attached to the participation of SEN pupils in the EF continues to be recognised through applying a different formula to special schools to ensure a slightly higher level of support.

The rate per pupil and the formulae for calculating the EF contribution will be as set out below:

**Key Stage 4** -  $120\text{glh} \times £57.60 / 2 / 14$

**Special Schools** -  $140\text{glh} \times £57.60 / 2 / 10$

**Post-16** -  $360\text{glh} \times £57.60 / 2 / 20$

*It must be emphasised that the figures used in the different elements of the formulae do not reflect the Department's position on actual cost per hour or class size numbers. As in previous years, the figures within the formulae have been adjusted to enable the Department to stay within the allocated EF budget, nothing more should be inferred.*

Funding to support school to school collaboration will continue to be calculated as a percentage of the FE collaboration formulae. Schools should contact the Education Authority in the first instance if they need to discuss their EF allocation, this can be done through the EF Audit helpdesk facility.

### **Area Learning Community funding**

Support funding of £3,000 per school, for those schools who actively participate in an ALC will remain in place for 2022/23. This funding will be made available once an ALC evaluation and action plan report has been processed and approved by the Education Authority (EA). If an ALC does not submit an acceptable report to the EA for approval, then the ALC funding element will be withheld from those member schools.

### **Entitlement Framework Course Count**

Only qualifications listed in the NIEFQAN File are approved for use in schools in NI and it is the responsibility of schools to check that approvals are in place before any course is offered to pupils.

Schools should also be aware that there will be instances, for the purposes of the EF funding and course count, when courses will discount each other. Examples of this include the following:

- Courses that are available for delivery either as single or double awards e.g. GCSE science;
- Courses leading to qualifications at different levels of the same subject specification;
- Courses with similar curriculum content (generally indicated by courses with the same discount code); and,

- Courses leading to the same qualification but with different awarding bodies.

## **Delivery of Professional and Technical Qualifications**

If the qualification meets the requirements of the appropriate level and guided learning hours, and provided it is delivered in an appropriate setting, then it can count towards a school's curricular offer. However, if a school is attempting to deliver a professional/technical qualification in a standard classroom setting, this would give the Department cause for concern given that they are work based qualifications.

Further information on the approval of new courses and delivery of professional and technical qualifications can be found in the 'Guidance on Qualification Approval Process' publication on the Department's webpage:

<https://www.education-ni.gov.uk/publications/decision-making-process>

## **Service Level Agreements**

Schools are reminded of the need to ensure that a Service Level Agreement (SLA) is in place before any form of collaborative provision commences. Article 21 of the Education (Northern Ireland) Order 2006 allows schools to enter into arrangements to provide secondary education on behalf of the school by an institute of Further Education or other provider. Any such arrangements are subject to a written agreement which must include specific details on issues including pastoral care and child protection, quality of provision, the basis for any costs to be incurred or charged and any other issues deemed necessary by the school's Board of Governors. Schools should ensure that this documentation is available within the school if required at any point in the school year.

## **Reporting pupil results**

Schools are also reminded that there is a duty of care to ensure that all results of public examinations are recorded for each individual pupil. As a pupil can only be registered at one school it is important that the school at which a pupil is registered ensures it receives the result of a course undertaken at any other host school, FE College or other institution and reflects this in any of their statistical returns to the Department. It is the responsibility of a school, FE College or other institution providing a course to enter pupils for public examinations which are part of that course. All arrangements

relating to entering a pupil for examinations, associated payment of fees, receipt and reporting of results should be clearly reflected as part of the SLA.

### **Other Providers**

If offering a course in collaboration with another provider, to include training organisations and Further Education Colleges, schools are reminded that they must ensure, prior to collaboration/teaching commencing, that any person delivering a course has the required qualifications to teach pupils on behalf of the school.

All details of other providers/training organisations must be provided in the appropriate fields within completing the Entitlement Framework Online Audit System.

### **Special Schools**

Funding for Special Schools will continue to be awarded for approved collaboratively delivered courses. All details of other providers/training organisations, including the percentage of the course being delivered, should be provided in the appropriate fields when completing the Entitlement Framework Online Audit System.

If a course is delivered in collaboration with an independent approved provider full details of the course should be provided, this includes the QAN Code, course name and the unit it refers to; the number/name of units and the number days/hours undertaken to deliver the course including the total cost.

*Gareth Edge*

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