

# Funding Foundation Learning Frequently Asked Questions

**This question and answer brief has been provided to support “A Guide to Funding Foundation Learning”. The YPLA has also published six detailed examples. Should you have further questions please contact your named local authority (LA) contact.**

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 **For information**

# Introduction and Structure

These questions are organised into the following subjects by alphabetical order:

- 1) Additional Learning Support (ALS)
- 2) Allocations
- 3) Demand-Led Funding (DLF)
- 4) Education Maintenance Allowance (EMA)
- 5) English for speakers of other languages (ESOL)
- 6) Entitlement funding
- 7) Ex E2E Provision
- 8) Foundation Learning (FL) Weekly Funding
- 9) Functional Skills
- 10) Guided Learning Hours (glh) and Credit Values
- 11) Providers working as consortia to deliver Foundation Learning (FL).
- 12) Learners with Learning Difficulties and/or Disabilities (LLDD) Age 16-18
- 13) Learners with Learning Difficulties and/or Disabilities (LLDD) Age 19-24
- 14) Learners with partially completed qualifications
- 15) Personal and Social Development (PSD)
- 16) Programme size and eligible qualifications
- 17) Qualification Success Rates (QSRs)
- 18) Recording Learners on the Individual Learner Record (ILR)
- 19) Youth Community Action (YCA)

## 1. Additional Learning Support (ALS)

### **Q1.1 Can ALS be used to support the additional teaching for Functional Skills?**

Functional Skills are unlisted and therefore providers should record on the Individual Learner Record (ILR) the number of hours they plan to deliver each Functional Skill in for each learner. This means any additional teaching is funded as part of the main programme and not through ALS. That said if a learner needs additional support, over and above that provided for within the programme funding, to achieve their Functional Skills then yes ALS could be used for this purpose.

### **Q1.2 How are very high cost needs funded?**

The system is standard across all learner responsive provision. Providers with a history of provision for learners with high cost ALS needs will have an allocation for this provision. Should a provider have learners whose ALS needs are above £5,500 for a full year then this would be met from their existing high cost ALS budget. Should the provider not have a high cost ALS allocation they need to discuss this with their LA contact. The funding spent on the learner's support is recorded on the ILR at field L31. Full details of the process are published in Funding Guidance 2010/11: ALS (see below).

**Q1.3 Can Ex E2E providers also access high cost ALS?**

Yes provided the learner's support needs (above the programme costs) exceed £5,500 in a full year.

**Q1.4 Can Ex E2E providers also access high cost ALS when a learner is on the weekly rate?**

Yes provided the learner's support needs (above the programme costs) exceed £5,500 in a full year.

**Q1.5 Are the rules for ALS different now?**

Yes, a separate publication on ALS has been published (see below). As ALS is now allocated mostly on a formula some of the restrictions previously in place have been eased.

**Q1.6 Is there overlap between Personal and Social Development (PSD) and ALS?**

Yes a lot of support previously funded as ALS can now be accredited through PSD qualifications on the QCF. This means ALS can be re-focused on the support individuals need to achieve their qualifications and progression.

**Q1.7 How is ALS paid?**

It is paid monthly on profile.

**Q1.8 Are functional skills grades taken into account in setting ALS allocations?**

Not at present. As more learners come through with FS then this criteria will be added.

**Q1.9 Where can I get more information on ALS?**

At the following link:

<http://www.ypla.gov.uk/aboutus/ourwork/fundingpolicy/df/>

## **2. Allocations**

**Q2.1 How have allocations for FL been calculated?**

Allocations are based on the number of learners and the average size of all learner programmes from the previous year. They are not calculated specifically for FL. Where colleges have previously delivered E2E and FE foundation learning these have been calculated separately and then combined to make up the colleges 16-18 learner responsive allocation. E2E providers have received at least the same level of funding allocated in 2009/10. Where the size of an ex E2E programme was below the national average size of programme, they have had their allocation increased towards the average so that they can increase the number of hours learners participate for.

**Q2.2 How has the increase in the size of learners' programmes been factored in?**

The budget for FL has been increased by £12m (8% above the previous E2E budget) to account for increases in the size of programmes. We do not anticipate that colleges need to increase the size of their programmes because they already deliver full year programmes. We have analysed the size of ex E2E providers' programmes and those with the smallest programmes have had an increased allocation. There has also been an increase of £18m to the ALS budget.

**Q2.3 Can a school sixth form deliver FL?**

Yes if it is in line with the local 14-19 plan. If so this will be recorded on the 16-18 planning volumes sheet.

**Q2.4 Who will fund a learner who begins their learning as a 16-18 year old but doesn't complete learning until after their 19<sup>th</sup> birthday?**

There are three circumstances to consider here:

- A young person (under 19 on 31<sup>st</sup> August in the relevant academic year) who turns 19 during the academic year will continue to be funded by the YPLA/LA until they complete their programme provided the programme is completed within the academic year (before 31<sup>st</sup> July).
- Where the learner's programme crosses into the following academic year then the learner will, from then onwards, be funded by the Skills Funding Agency. Funding will continue to be at 16-18 funding rates until the end of the programme (see question 18.5). Providers who have learners within this category and do not have an adult allocation should discuss this with their LA Contact.
- Should a learner have a Section 139a assessment and have ALS needs over £5,500 they will continue to be funded by the LA.

**Q2.5 Is the E2E Allocation ring fenced?**

There will no longer be a separate E2E allocation. It is all part of the 16-18 Learner responsive allocation. Your LA decides what provision it requires from you for your allocation. The number of learners in each category of provision you can deliver will be agreed between you and your LA and recorded on the Planning Volumes sheet which then forms part of your funding agreement. Should your actual delivery differ from that agreed you should discuss this with your LA as soon as you realise it.

### **3. Demand-led Funding (DLF) Mechanism**

**Q3.1 Why are there no bonuses for FL programmes?**

Bonuses were introduced for E2E because providers of predecessor programmes (like Life Skills and Preparatory Training) were not focused on qualifications or progression. They were a tactical solution designed to prompt change and provide focus. In future, measuring success will be more strategic. The achievement of qualifications is a major influence on funding and progression will be measured as a success measure. Therefore the

claiming of bonuses to help incentivise and measure progression is thought to be unnecessary. Providers' allocations have not been reduced so they can claim this funding in other ways. Bonuses can still be claimed for E2E carry over learners but not new FL starts.

**Q3.2 Funding based on qualifications means that learning cannot be personalised or focused on progression. So why do you fund on qualifications?**

This is simply not true. The qualifications now available on the QCF (over 800 at entry and level 1) are specifically designed to be flexible and provide progression. In addition, nearly 14% of the budget is available to fund enrichment and tutorials (Entitlement Funding). There is also the facility to deliver a weekly funded phase and non-externally accredited provision. Providing a personalised learning programme that ensures the learner can achieve qualifications as a key ingredient for progression, is vital and benefits everyone. The design and delivery of the programme is for providers to determine.

**Q3.3 If a learner leaves before they have completed a programme do I have to pay back any Standard Learner Numbers (SLN) generated?**

No the SLNs are earned by the provider as soon as the learner qualifies as a start (after 2 or 6 weeks depending on length of stay see question 3.5 below). Retention and achievement are recognised within the provider factor. Learners who qualify as a start and leave without achieving their qualification(s) depress success rates and this reduces funding in later years (see also section 17).

**Q3.4 How is the length of stay determined and how is this used to determine a start?**

A learner is deemed to have started a learning aim when they have remained on the programme for the qualifying period (see table below). This qualifying period is determined for each individual learning aim (not the programme). It is calculated by taking the anticipated end date of each individual qualification, and deducting the start date.

**Table 1: Criteria for learner-responsive SLN start purposes**

<b>Learning aim length in-year</b>	<b>Start period</b>
>= 24 weeks	6 weeks
2 to 24 weeks	2 weeks
< 2 weeks	1 learning engagement

**Q3.5 How do I get paid – when do I receive payment? Is there a profile?**

In 2010/11 payments will continue to be paid monthly on the standard payment profile.

**Q3.6 Where can I find the SLN values for FL?**

See YPLA's Funding Guidance for 2010/11: Funding Rates and Formula at [www.ypla.gov.uk/aboutus/ourwork/funding/df/](http://www.ypla.gov.uk/aboutus/ourwork/funding/df/)

**Q3.7 Funding rates and formula document says the FL rate is listed as 12 SLN glh. What does this mean?**

It means the weekly SLN value is based on 12glh. To turn this into an SLN value divide 12 by 450 to get 0.027 SLN.

**Q3.8 Does this mean I only need to deliver 12 glh per week?**

No, it only means this is what the rate is based on. Your programme will need to reflect the learner's needs and aspirations.

## **4. EMA**

**Q4.1 Will FL learners continue, as E2E learners are, to be eligible for maximum EMA regardless of household income?**

No all new starts (anyone applying for EMA) from 28<sup>th</sup> June 2010 will have to apply for EMA and will be subject to an income assessment. As E2E is a part of FL which is much broader in scope, it would not be right or good value for money to spread the E2E arrangements across all FL Learners. The move back to income assessments will not disadvantage the majority of learners as 98% of E2E learners previously qualified for the maximum £30 EMA anyway. Certain vulnerable groups do not need an income assessment: e.g. offenders applying whilst in custody; care leavers or those living with foster parents; teenage parents with responsibility for their own child; and young people who are estranged or orphaned and claiming Income Support.

**Q4.2 What about carry-over learners – will they continue to get the £30 without an income assessment?**

Yes all learners already in learning prior to 28<sup>th</sup> June 2010 will continue to receive the non-income assessed £30 allowance until they complete their programme OR 10th January 2011 – whichever is the earlier. Any learner continuing thereafter will need to re-apply and will be subject to an income assessment. Providers should start the application process in sufficient time to ensure continuity of payments.

**Q4.3 Are there any other changes to EMA?**

Guidance for 2010/11 will be available on the following link once published.

<http://ema.ypla.gov.uk>

## **5. English for Speakers of Other Languages (ESOL)**

**Q5.1 Can ESOL be funded as part of FL?**

Yes however learners should progress to an appropriate level of Functional Skills (FS) – entry to level 2 – as soon as they are able. FS provide the basis for progression to higher levels of learning and better meet the objectives of FL.

**Q5.2 What else should an ESOL Learner be doing?**

As far as possible they should be following a full FL programme, unless this would be inappropriate for the learner.

## **6. Entitlement Funding**

### **Q6.1 Who qualifies for entitlement funding?**

All 16-18 year old learners who are enrolled on a FL programme that contains qualifications PLANNED to be delivered in 336 glh or more in any 12 months (as recorded in field A32 on the ILR). The PLANNED glh is the number of hours the programme will be delivered in and NOT THE LISTED glh value of the communication.

### **Q6.2 What do you mean by planned glh?**

Planned glh is the number of guided learning hours the provider plans to deliver the programme in and this can vary for different learners who may be following the same provision/programme. This may be different from the SLN glh recorded on the LAD because this will be an average of all learners planned glh. We use planned glh for three important purposes a) To calculate the funding where a qualification is unlisted (e.g. a Functional Skill) and b) To review if the SLN glh used for funding all other qualifications is set at the right level and c) To calculate the planned glh for entitlement purposes.

### **Q6.3 If a learner's programme is planned to be delivered in 336glh or under they won't qualify for entitlement funding. How am I supposed to fund their support?**

The funding mechanism is a way of providing a funding allocation to a provider rather than funding precisely what every learner does. The learner can still qualify for ALS where relevant and entitlement funding does not have to be spent on individual learners; it can be used across all learners. Also, because the provider factor takes account of success rates the more support a provider gives which results in the achievement of qualifications, the higher the provider factor - which equals more funding in future years (see also section 20).

### **Q6.4 Is the entitlement funding paid pro-rata for learners who do not qualify in full?**

No it is only paid for learners who qualify as full time learners.

### **Q6.5 Does a learner age 19-24 who has a learning difficulty or disability qualify for the additional entitlement curriculum funding?**

No, the entitlement curriculum funding is to broader programmes for full time learners aged 16-18 only. As such all learners receive this at age 16-18 whatever setting they were in at the time. A learner who is still enrolled on and is taking part in a learning programme (see question 18.5) they enrolled on as a 16-18 year old will continue to receive the entitlement curriculum funding until they achieve or withdraw from their programme, regardless of their status. In the FL context this means until they complete their personalised

learning programme of study. New starts age 19 in the relevant academic year will not receive entitlement funding.

#### **Q6.6 How much is entitlement funding?**

That depends on your funding rate per SLN and your provider factor. It is the value of 114 glh or 0.253 SLN. To calculate exactly how much that means for your provision multiply 0.253 SLN by your funding rate per SLN in £s and then by your provider factor. You can then multiply this by the number of individual learners who qualify to calculate your entitlement budget. Nationally we spend over £900m per year on entitlement funding, that's nearly 15% of the whole 16-18 budget.

#### **Q6.7 How does entitlement work across years?**

Where the programme spans more than one academic year the learner can qualify for entitlement in one or both years. To qualify in one year the provider must be planning to deliver more than the 336 glh in a 12 month period, with no break in the learning programme. To qualify in both years the provider must be planning to deliver more than the 336 glh in each of the years.

## **7. Ex E2E Provision**

Note: E2E provision will no longer be treated as a separate programme from 1<sup>st</sup> August 2010. The provision will continue to meet the needs of Foundation Learners as part of FL. Ex E2E provision must meet the specification for FL for all new starts. Carry over learners may complete their E2E programme provided this is by 31<sup>st</sup> July 2011.

#### **Q7.1 How will carry-over learners be funded?**

All learners who are on existing E2E Programmes and are still in learning on 1<sup>st</sup> August 2010 will continue to receive weekly funding. The exact calculation is under development, alongside the Learner Information Suite (LIS) calculations, to ensure providers receive approximately the same level of funding as they did in 2009/2010.

#### **Q7.2 Does the weekly funding for Ex E2E carry-over learners count towards the 10% of SLNs that can be counted as weekly funding?**

No the 10% is purely for new starts (see also section 8).

#### **Q7.3 Will carry-over learners attract bonuses as they do now?**

Yes bonuses will continue as they are now, but for carry over learners only. Claiming will continue to be through the ILR. Providers should note that bonuses are not payable for new starts on FL.

#### **Q7.4 Can carry-over learners still claim bonuses for qualifications at level 2?**

Yes the reason this was introduced was to ensure providers did not suppress learners' ambitions just to access bonuses.

**Q7.5 Can an E2E carry-over learner also start an FL programme?**

No this would be double funding. If the learner would benefit from the FL curriculum, this can be delivered under weekly E2E carry-over funding. However, should an E2E learner benefit from a FL programme (i.e. to access a level 1 qualification) then they can leave E2E and start on a FL programme.

**Q7.6 Are January Guarantee starts treated any differently from other E2E carry-over learners in the calculation of funding?**

No the funding for January Guarantee starts is calculated the same way as all other E2E carry-over learners.

**Q7.7 Will progression from E2E to another FL programme be treated as a positive destination and be eligible for a bonus?**

Yes where progression from one level to another can be clearly demonstrated by the provider. Providers should ensure only genuine progression is claimed as a bonus.

**Q7.8 When is the last opportunity to claim bonuses for 2009/10?**

On the final FO5 submission due to be submitted on 22 November 2010. This gives enough time for September FE starts to be recorded. No extensions or late claims are possible. The deadline for carry-over learners in 2010/11 will be 21 November 2011.

**Q7.9 Will any new starts be allowed on the E2E Learning Aim XE2E001?**

No this learning aim reference will no longer be available for new starts after 31<sup>st</sup> July 2010.

**Q7.10 If an E2E learner progresses to a level 1 programme, how is this funded?**

The E2E aim should be closed and a new start on FL recorded. This funding is then as for FL Programmes. The provider should ensure that none of the learning achieved on E2E is also funded under FL. If necessary an adjustment should be made in field A51A of the ILR (see section 14).

**Q7.11 FL Programmes may need more SLN than E2E programmes. How should I deal with this?**

Providers are required to deliver FL within their existing allocation and to meet their learner number targets. We have analysed the size of Ex E2E providers' programmes and those with the smallest programmes have had a share of a £12m increase in the budget in their allocation. Providers have developed many delivery methods over the life of E2E, such as progressing learners into level 1 provision with other providers, there is no reason why these models cannot continue. There has also been an increase of £18m to the ALS budget. (See also section 6 on entitlement)

**Q7.12 If I am a college delivering E2E, will achievement of qualifications count towards my success factor in 09/10?**

No E2E is excluded from the qualification success rate. All FL will be included in future, probably for 2010/11 Success Rates.

**Q7.13 Do I still need to complete the E2E paperwork?**

No the E2E paperwork is no longer mandatory. However the existing paperwork represents best practice in planning and recording learners' programmes, so providers would need to develop alternatives if these documents were discontinued.

**Q7.14 On E2E we used to have learners who already had a level 1/2/3 at times, can they still access FL?**

The majority of these learners could access small QCF qualifications at level 2 (or 3). The funding would work out in exactly the same way based on the SLN of the qualification. However a small proportion of these learners might benefit from a level 1 programme and there is no reason they can not access one even if they already have a higher level. The provider does of course have to ensure that this is not funding the same learning twice and that it is actually what the learner needs. The FL structure may of course be used but the programme would not be classed as a full FL programme. The aim should be for these learners to progress to a level 2/3 programme as soon as possible. Providers should also look at maximising the use of QCF qualifications that allow for units to be achieved at different levels – e.g. some level 1 qualifications can include units at level 2.

**Q7.15 I used to deliver much of my E2E programme through employer placements and real work settings, can this continue?**

Yes the delivery mode is entirely up to you as the provider. There are a wide range of employability and vocational level one qualifications available on the QCF to choose from.

**Q7.16 Some learners aged 19 or over have been eligible for E2E, are they still eligible for FL programmes through the 16-18 Learner Responsive budget?**

No, learners aged 19 and over can still access FL but are funded by the Skills Funding Agency. The YPLA/LAs will fund learners aged 19 to 24 but only where they have ALS needs in excess of £5,500. (See also section 13 on learners with LDAs agreed 19-24).

**Q7.17 Will carry over learners aged 19 and over continue to be funded?**

Yes these learners can complete their original E2E programme and providers will be funded for this. However the learner's programme must cease by the 31<sup>st</sup> July 2011 at which time E2E funding stops.

**Q7.18 I want to continue to provide programmes for this age group, what should I do?**

E2E was always a programme aimed at 16-18 year olds and those aged 19 and over have only been funded by exception. Should you wish to provide programmes for unemployed adults then you will need to apply to deliver Skills Funding Agency, Job Centre Plus or European Social Fund programmes.

## 8. Foundation Learning Weekly Funding

### Q8.1 Why are you introducing an FL weekly rate?

It is accepted that some learners may not be able to commence QCF Qualifications on day one of their programme. This will be a minority of learners as the QCF now contains over 800 qualifications at entry and level 1 which are designed to be modular and flexible. These can be used in most cases to provide a period of assessment, orientation and preparation. (see the link below for examples of this). Where registration on a qualification is not the best thing for an individual learner, then without the facility for a weekly rate there is risk some learners will not be offered a programme. This facility removes that risk and ensures ALL Foundation Learners can be offered a programme and start learning promptly.

[www.excellencegateway.org.uk/foundationlearning](http://www.excellencegateway.org.uk/foundationlearning)

### Q8.2 When can the weekly rate be used?

Providers should plan to deliver at least 90% of their SLNs for new starts on Foundation Learning as accredited QCF qualifications and entitlement/enrichment funding. This leaves around 10% of the SLNs that can be delivered as weekly funded FL. This does not mean the continuation of E2E programmes for some learners; rather it provides some flexibility within FL programmes for what should be a minority of learners. Given that QCF qualifications for FL are expressly designed to be more flexible and inclusive, in effect lowering the hurdle into accredited learning, and given the importance of qualifications achievement for progression, all learners should participate in accredited provision as soon as is possible within their FL programme. It is for the provider to determine which learners require a period of weekly funding subject to the provider remaining within its allocation.

### Q8.3 What if 10% isn't enough?

Should providers require more than the 10% of SLNs planning assumption to be delivered as weekly funding, especially where they focus on young people who may be more challenging in terms of qualifications achievement, they should submit a short business case to their main LA contact for consideration and approval. Providers should not assume this is approved until agreed by the LA in writing.

### Q8.4 How is the 10% counted?

All carry-over learners are weekly funded – so these are excluded. The 10% planning assumption is measured as a percentage of the SLNs you register new starts on FL for. This means that 90% of the SLNs you record should be on qualifications and/or Entitlement funding.

### Q8.5 Are LAs capped at 10% across their areas?

No all providers can access the 10% without additional authorisation and on top of this LAs can increase the percentage on application from individual providers. LAs need not and should not restrict individual providers to less than 10% to allow other providers to access more than the 10%.

**Q8.6 Is the 10% a transition measure or is it here to stay?**

Its use will be reviewed in light of evidence from evaluation, feedback and data. If it continues to be needed and providers/ LAs are utilising it successfully to meet the needs of the NEET group and raise participation, then its continuation would appear sensible. However if there is evidence of abuse or a slowing of progress towards ensuring all learners can achieve qualifications then it will most likely be withdrawn.

**Q8.7 Could weekly funding be used where there is a high risk that the qualification won't be achieved?**

This is usually reported as those awaiting sentencing by the court, those recovering from an accident or illness, expectant mothers, or those looking to get a job, an apprenticeship or college place in the near future. Wherever possible this group should be started on small qualifications on the QCF. However if that is not possible, this is when the flexibility of weekly funding could still be used. The provider should use the period of weekly funding to ensure the learner starts on a programme of qualifications that is achievable and will enable progression as soon as possible.

**Q8.8 Can weekly funding be used when the learner is not ready to engage with learning?**

Many young people receive a broad range of support from local authorities and their partners in Children's Trusts. YPLA funding is provided to ensure that every young person can engage with learning when they are ready to do so. Foundation Learning provides a progressive structure to enable young people to succeed. Where a young person is receiving support for health, youth justice or other personal/ social reasons, Foundation Learning provides a flexible route which can accredit small steps into learning. To enable these first steps to be taken, weekly funding can be used where the learner is not ready to access even the smallest of QCF qualifications. Such provision must lead on to participation in a QCF qualification and within a clear timescale.

**Q8.9 Can a learner be in weekly funding and claim for qualifications?**

No this would be double funding. The provider should close off the weekly funding and then start the learner on their qualification(s).

**Q8.10 Some learners may not be able to immediately start working towards a QCF qualification. How is this engagement period (i.e. before they start on qualifications) funded?**

The funding mechanism is a way of providing a funding allocation to a provider rather than funding precisely what every learner does. The funding rates per SLN were set accounting for learners who left before they qualify as a start and entitlement funding. Providers need to use the flexibility of QCF qualifications to the full, there are many small bite-sized qualifications at entry level and level 1 that learners can enroll on as part of initial assessment and these can then be funded and contribute credit to the learner's qualifications. That said, if learners are not yet ready to commence even the smallest of QCF qualifications then yes providers can claim weekly funding during this period.

**Q8.11 How will the 10% planning assumption be monitored?**

The YPLA will provide reports at provider, LA, Sub-Regional Grouping (SRG) and Regional level. This will facilitate monitoring at all levels. Nationally the YPLA will be able to discuss future policy with DFE and LAs will be able to identify providers who appear to be using too many weekly SLNs.

**Q8.12 How should I accredit learning during the weekly funded phase?**

As far as possible evidence should be gathered towards QCF qualifications and where this can't be done the principles of Raising and Recording Progress and Achievement (RARPA) should be applied so that learners can progress onto QCF qualifications as soon as possible. Once the learner starts on qualifications these should then be registered on the ILR and weekly funding should then be stopped.

**Q8.13 How much is the weekly funding?**

That depends on your funding rate per SLN and your provider factor. It is the value of 12 glh or 0.027 SLN per week To calculate exactly how much that means for one week of weekly funding multiply 0.027 SLN by your 16-18 funding rate per SLN in £s and then by your 16-18 provider factor.

**Q8.14 Does this mean I only need to deliver 12 hours a week?**

No the 12 glh represents actual guided learning with a tutor in addition to this there will be time on placements and individual or group work that is not directly supervised. This could be project work or time working through worksheets etc. Providers should consider the purpose of weekly funding and design an individual programme according to the learner's individual ambitions and needs.

## **9. Functional Skills (FS)**

**Q9.1 How are Functional Skills funded 16-18?**

Functional Skills are unlisted; this means there is no set rate for funding Functional Skills. Providers need to conduct their initial assessment and then plan their Functional Skills programme. They then record the number of PLANNED guided learning hours (glh) on the ILR. The funding methodology will then calculate funding based on the planned glh recorded. This means every individual learner is funded for the hours they need to achieve their functional skills qualification. This figure is NOT adjusted in year to actual delivery (see also questions 6.2 and 1.1 regarding use of ALS).

**Q9.2 Why is the programme weighting for FS 1.4 for young people and 1.2 for adults?**

The YPLA has maintained the programme weighting at 1.4 to support the strategy of closing the attainment gap between those from affluent areas and those from disadvantaged areas.

**Q9.3 Will adult literacy and numeracy qualifications be funded in 2010/11 for young people?**

Yes the use of these qualifications for young people after 2010/11 is currently being reviewed.

**Q9.4 The assessment dates for FS are restrictive and therefore learners need a longer length of stay. Have you taken this into account?**

More FS assessments are being accredited on a weekly basis, including those with more frequent assessment windows and there are already three awarding organisations offering on demand assessment, so availability of assessment shouldn't dictate the length of stay. Providers will need to plan their programme around the needs of the learner and assessment dates are only one factor they need to take into account. Providers are funded for the qualification not the length of time the learner is on the qualification. Therefore this has no impact on funding. Functional Skills are unlisted and therefore providers should record on the ILR the number of hours they plan to deliver for each learner. This means any additional teaching is funded as part of the main programme.

**Q9.5 Can a learner do functional skills at 2 levels in the same year if they are making good progress? For example, English at E3 and then English at level 1?**

Yes the learner should be encouraged to progress as quickly as they are able and each level will be funded. There is nothing to stop the learner receiving as many teaching hours as possible, however the learner can not be funded for more than the SLN cap of 1.75 SLN and the provider cannot exceed its SLN allocation.

**Q9.6 FS in maths and English are broader than their Key Skill predecessors. Will this not disadvantage those with good practical skills but poor academic skills?**

It is true FS cover a wider range of skills because they assess genuine functionality and competence and include transferable skills. They are available at 5 levels (with Personal Progress awards for those learners with LDD who may not be able to access Entry 1 FSs) and we will fund as many levels as necessary to support the learner's progression. We have also unlisted FSs so that providers are funded for the number of hours they plan to deliver. This means nearly all learners should be able to achieve FS at one of the levels.

## **10. Guided Learning Hours and Credit Values**

**Q10.1 Why are notional learning hours (i.e. 10 notional learning hours = 1 credit) not the same as guided learning hours?**

Credit is based on the hours learners must, on average, study for (notional learning hours); these hours need not be guided by a member of staff. Guided learning hours (glh) are when a member of staff is present to guide the learning. For example, a learner might receive instruction on completing a

workbook for one hour (1glh) but then study in their own time for 9 further hours to complete it (10 notional learning hours). If they then achieve the required standard they have earned 1 credit. Funding is based on the guided learning only.

## **11. FL Providers working together as a Consortia (See also section 17 on Success Rates)**

### **Q11.1 How does the funding work between members of a consortia?**

This is entirely for local partners to decide.

### **Q11.2 If working in a consortia who is responsible for the learner's overall programme and achievement?**

The main contractor (or in other words, the provider that submits the ILR and receives the money from the LA or YPLA). The main contractor is responsible for ensuring all aspects of the provision meets the YPLA's terms and conditions and the requirements of the LA.

### **Q11.3 How has the funding model changed now that the Local Authority is the commissioner?**

The demand-led funding model remains in place throughout the transition to the YPLA and Local Authorities to provide stability and the right incentives to providers.

## **12. Learners with LDD (16-18)**

### **Q12.1. What is the policy on learners in Independent Specialist Providers (ISPs) doing FL?**

There is not a firm directive but there is an expectation that in 2011/12 ISPs will deliver the FL curriculum to all learners wherever this is appropriate. Where this is not the case, the onus would be on the ISP to demonstrate, using external evidence where possible, that the FL curriculum is not appropriate. In 2010/11 all ISPs should demonstrate substantial progress towards this aim. Failure to do so may disadvantage the ISP in the commissioning of provision for 2011/12.

### **Q12.2 How will learners in Independent Specialist Providers (ISPs) be funded?**

Learners in ISPs will be funded in accordance with "Placement Information: LLDD at Independent Specialist Providers 2010/11 April 2010". They are also required to complete the ILR for all learners in 2010/11 and this will enable the YPLA to develop the funding methodology to ensure it is comparable with that used in the rest of the sector by 2012/13.

<http://readingroom.ypla.gov.uk/ypla/140410-ypla-placement-information-201011.pdf>

**Q12.3 Will LLDD learners in colleges still be funded on an individual basis?**

Yes the system is now standard across all learner responsive provision. Providers with a history of provision for learners with high cost ALS needs will have an allocation for this provision. Should a provider have learners whose ALS needs are above £5,500 in the academic year then this would be met from their existing high cost ALS budget. Should the provider not have a high cost ALS allocation they need to discuss this with their LA contact. The funding spent on the learners support is recorded on the ILR.

**Q12.4 Can learners aged 16-18 and 19-24 at entry level one be funded for the same qualifications or units more than once?**

This will no longer be necessary as all qualifications that use the ten step continuum are unlisted. Providers should assess the glh required to deliver the whole programme, including any repeat learning, and record this as PLANNED glh funding will then be calculated based on the recorded PLANNED glh.

**Q12.5 Would this apply if for example the learner achieved their qualifications in a Special School and have now progressed to FE or an ISP?**

Yes this is agreed in principle and applies in all circumstances.

**Q12.6 Will this flexibility be extended to entry level 2 and 3 or level 1?**

No, this is purely to meet the needs of learners at entry level 1 and to assist them to progress through the ten step continuum. However, should a provider have learners who are not able to progress to another stage on the achievement continuum or achieve a different qualification then they should discuss this with their LA contact.

**Q12.7 How are learners funded as they progress through the Ten step entry 1 achievement continuum?**

See question 12.4 above.

**Q12.8 If a learner has achieved an entry 2 or 3 qualification at another provider, can this be funded again?**

In funding terms yes, however FL is all about progression and learning should only be repeated if there is no alternative and the purpose can be defined in terms of its value for progression. If in doubt this should be discussed with your LA contact.

**Q12.9 If learners have reached their ceiling in an FS subject but need to maintain their skills how is this funded?**

In funding terms the provider would record the hours spent as non-externally accredited other provision. However FL is all about progression and learning should only be repeated if there is no alternative and the purpose can be defined in terms of its value for progression. If in doubt this should be discussed with your LA contact.

## **13. Learners with LLDD (19-24) Funded by the LA/YPLA (see also section 12)**

### **Q13.1 Who funds which learners aged 19-24?**

For new starts the YPLA only funds those learners aged 19-24 who have a Learning Difficulty Assessment (LDA)\* and who have ALS needs over £5,500. All other Learners aged 19-24 are funded by the Skills Funding Agency from the Adult Learner Responsive budget, even if they have an LDA. For continuing learners see section 2. (\* For 2010/11 the LDA is not a requirement but it is recommended).

### **Q13.2 Is a learner age 19-25 who has a learning difficulty or disability required to pay fees?**

A learner with a learning difficulty or disability at age 19-25 can qualify for fee remission by virtue of the learning programme they are undertaking, for example if that programme is a first full level 2, a first full level 3 or is skills for life (including other related qualifications). They can also qualify through the additional fee remission categories detailed in the “Agency Funding Guidance 2010/11: Learner Eligibility Guidance, March 2010 (Paragraph 102)” link below. In addition institutions are required to have a fees policy in which they set out their policy with regards to fees and can therefore use their discretion and waive the fees. The LSC in its allocation for 19-24 LDD learners for 2010/11 made sufficient funds available to fully fund all 19-24 LDD Learners with ALS needs over £5,500. Therefore there should be no reason for institutions to charge their learner’s tuition fees and LAs are aware of this.

<http://readingroom.lsc.gov.uk/YPLA/Agency-LEG2010-11-Version1aon12-04-2010.pdf>

### **Q13.3 Does a learner age 19-24 that has a learning difficulty or disability qualify for the additional entitlement curriculum funding?**

No, the entitlement curriculum funding is to broaden programmes for full time learners aged 16-18 only. As such all learners receive this at age 16-18 whatever setting they are in. A learner who is still enrolled on and is taking part in a learning programme they enrolled on as a 16-18 year old will continue to receive the entitlement curriculum funding until they achieve or withdraw from their programme, regardless of their status. In the FL context this means until they complete their personalised learning programme of study. New starts age 19 in the relevant academic year will not receive entitlement funding.

### **Q13.4 Does a learner qualify if they did not receive entitlement funding age 16-18 perhaps because they dropped out or took a year out?**

No the situation is the same as in Q13.3 above.

### **Q13.5 How have allocations for 19-24 year olds been calculated?**

We have taken the programme costs and ALS each provider used for this group in 2008/09 and adjusted the rates to 2010/11 values and rolled this

allocation forward for 2010/11. For clarity this means that learners age 19-24 are funded using the ADULT Learner responsive rates and provider factors.

**Q13.6 Can we vire money between 16-18 and 19-24 or vice versa?**

No these budgets are ring fenced so you can not “claim” across the age boundaries, but of course once you have earned the funds you can spend them as you wish within the terms of your funding agreement.

## **14. Learners with partially completed qualifications or credits towards their qualification**

**Q14.1 If a learner has already achieved a part of a qualification then how is this funded?**

See “YPLA’s Funding Guidance 2010/11: Funding Regulations (paragraph 124 – 135) for a full explanation of this. In summary, the provider registers the learner for the new qualification and then reduces the funding by the percentage of credits the learner has already achieved e.g. a learner that has already achieved 10 credits of a 20 credit qualification would receive 50% of the funding. The achievement of the qualification is credited to the final provider.

**Q14.2 If a learner does an award followed by a certificate how will this be funded?**

Each qualification is registered separately on the ILR i.e. register the learner for the award and then register for the certificate afterwards. When registering for the certificate you must rebate the SLNs claimed for the award using field A51a on the ILR (see example 3 above). This means that the provider can access the same number of SLNs as if they registered the learner directly onto the Certificate and at the same time ensure their overall success rate is maintained (see also section 17).

## **15. Personal and Social Development (PSD)**

**Q15.1 If a learner will gain more credits than needed for an award but not enough for a certificate, can I claim the additional units?**

No the YPLA currently only funds full qualifications. However the choice is not purely between a single award and a certificate, there may be other small bite sized qualifications or other qualifications at different sizes that could help with the learner’s development. Provided these are full qualifications, they will be funded. Also see section 14 about relationship between awards and certificates.

**Q15.2 If a learner has high personal and social development needs which cannot be simply met by the provision of PSD units and qualifications e.g. they need help finding accommodation, or counseling support. How can I fund this?**

The Discretionary Learner Support Fund is available to meet these needs. Also, ALS funding is available to support learning, where these needs are below £5,500 they are met from the formula funded allocation. Should they total over £5,500 then an ALS costs form should be completed and submitted to LA contacts. The provider should also be making use of other services provided by JobCentre Plus, Connexions, the NHS and the full range of other local services and charities.

**Q15.3 Can learners do more than 1 award or certificate for PSD, or the vocational element?**

Yes learners should be encouraged to progress as quickly as they are able and funding will be credited for all qualifications registered on the ILR. However the learner can not exceed the SLN cap of 1.75 SLN and the provider will not receive additional funding if it exceeds its SLN allocation.

**Q15.4 How much of my programme should be PSD?**

This is entirely up to the provider, given the needs of the learner. Many providers are not accrediting enough PSD compared to what they are delivering; many still deliver subjects like budgeting, tenancing, travel training, employability etc without accrediting it. These subjects should all now be accredited through the QCF and therefore funded directly.

**Q15.5 How is PSD funded when it is included in another qualification?**

A qualification with PSD included within it will be larger than one without. Therefore the number of glh and consequently the SLN will attract more funding than one without PSD included. If you are delivering additional PSD over and above that included in another qualification then a further PSD qualification should be added to the programme and recorded on the ILR as a component learning aim and will be funded.

**Q15.6 Can learners do the same PSD qualifications more than once?**

Only if they are following the ten step continuum at entry level 1. All other learners should be progressing (see section 12 above).

## **16. Programme size and Eligible Qualifications**

**Q16.1 Could a learner attempt a single GCSE as part of their FL programme and be funded?**

Yes there is no restriction on additional qualifications. The overall funding must not exceed the SLN cap of 1.75 SLN.

**Q16.2 Is this the same for other additional qualifications?**

Yes, Learners should be encouraged to take other qualifications in areas of strength. Providers should also make use of QCF FL qualifications that allow level 2 units to be taken as part of a level 1 qualification.

**Q16.3 Meeting the full FL programme specification requires a longer length of stay than E2E allocations allow for. What are you doing about this?**

E2E allocations are based on historical length of stay, as providers have very varied lengths of stay, their allocation differs as well. Some providers run reasonably short programmes 10-12 weeks before progressing learners onto FE programmes or perhaps apprenticeships. This model can continue in FL and therefore not all providers need a greater allocation. Others deliver a longer (fuller) programme and their allocation will be greater to match their model. For 2010/11 all providers that have an allocation based on a smaller than average programme size (expressed in SLNs/ Learner) have had a share of a £12m increase in their allocation so they can expand their programme size.

**Q16.4 Many of the qualifications on the QCF appear to have too few Guided Learning hours (glh) to deliver the qualifications in. What can I do about this?**

This is because the Awarding Organisations recommended glh is based on the time it will take learners on average to complete the qualification. You should ensure the PLANNED glh are recorded properly so that in future the SLN value will reflect the sectors delivery patterns. You should also contact your AO and your provider association. Should there be a strong evidence base that the majority of providers require additional glh to deliver a specific qualification then the YPLA will review the case and may either adjust the SLN glh or unlist the qualification.

**Q16.5 Job coaching does not generate enough SLNs. Why not?**

We have reviewed this issue with sector representatives and providers can now claim the glh for Job Coaching as non-externally accredited learner responsive provision. This means they can define the number of hours required and record these as PLANNED glh, so that funding is based on the PLANNED glh of the programme. The Job Coaching should then be delivered alongside the other elements of FL (see Funding Foundation Learning – Worked Examples, Example 5)

**Q16.6 I understand that if a learner has already achieved an element of the programme they don't have to do it again. Can they do something else instead?**

Yes they could do an alternative, which should be from the Foundation Learning Qualifications Catalogue. This could, for example, be Functional Skills at the next level see link to QCDA site for qualification information.  
<http://www.qcda.gov.uk/24.aspx>

**Q16.7 If I register a learner on a certificate and then they leave but have earned enough credit to gain an award what should I do? How would this impact my funding?**

Providers should seek to avoid this situation by careful planning. Should it occur the providers should ensure they record the credits gained at field A60 (see also sections 14, 17 and 18).

**Q16.8 Does the YPLA fund stand alone units in the FL?**

No Funding units is very bureaucratic and would increase the number of entries on the Learning Aims Database (LAD) significantly. The QCF is designed so that qualifications are constructed from a range of units. Qualifications can be of any size and can be built up from award to certificate to diploma. Therefore, it is thought that funding units is unnecessary and would only serve to increase provider costs. Where there is evidence of demand for a unit or units currently embedded in a larger qualification to be available for discrete delivery, Awarding Organisations may look at developing further small qualifications – for example, some AOs are currently looking at this for independent travel training units. Providers should therefore talk to their AOs about these sorts of needs.

**Q16.9 The total SLN for the programme is lower than I expected. What can I do about this?**

The number of SLNs can be increased by converting PSD and work currently delivered using entitlement, ALS and/ or E2E weekly funding to QCF qualifications. Also check that you've entered planned learning hours rather than the AO glh for Functional Skills or any other unlisted qualifications (see also Section 9). Should there be an element of your programme that can not be accredited then this could be claimed as non-externally accredited learner responsive provision (see Funding Foundation Learning – Worked Examples, Example 5).

**Q16.10 Can Foundation Learners still do a stand alone qualification (e.g. a BTEC level 1)?**

We do currently fund discrete qualifications for young people. However, the expectation is that all learners will do broad programmes of learning not just individual qualifications. In the case of learners who are predominantly working at entry level or level 1, they are very likely to have learning needs in all three of the FL component areas and meeting these needs is key to enabling them to progress to level 2 learning or skilled employment. These learners would also benefit from the bite-sized, modular and flexible approach of QCF qualifications. If learners are studying for less than 336 hours, the institution does not receive entitlement funding.

**Q16.11 Can I continue to deliver level 1s not on QCF/ FL Catalogue?**

You can continue to deliver these qualifications if there is no alternative on the QCF. Once an accredited qualification reaches its accreditation end date, it is no longer available for new starts. Until then, as the intended programme is not in the Foundation Learning Catalogue, it should not be recorded as a Foundation Learning programme aim (in A15). If the aim remains valid on the LAD then you can continue to deliver it until the last accreditation date. Note this applies to any NQF qualification. It would also be worth talking to your Awarding Organisations about any plans they may have to develop QCF alternatives.

**Q16.12 The Skills Funding Agency has lists of qualifications that are eligible for funding. Does the YPLA?**

No - The focus of YPLA funding is qualifications approved on Section 96 this includes both qualifications in the NQF and QCF. However, in terms of delivery where the QCF qualification replaces the predecessor NQF qualification it is expected that the learning providers will start to deliver the QCF qualification in preference to the NQF qualification in order to serve the best interests of the learners and ensure that the cohort starting in 2010/11 are offered the new qualifications and not the predecessor qualifications that are being phased out. During 2009/10 the LSC reviewed the funding of non-Section 96 qualifications and funding for these will be removed as part of a managed transition between now and July 2011.

**Q16.13 Can I continue to deliver non-externally certified learner responsive other provision (non SfL) and claim this as funded (i.e. Qualifications starting with code Z90P)?**

Yes internally accredited qualifications can continue to be funded in 2010/11. However you should note that these are currently being reviewed by the YPLA and are unlikely to be funded from 2011/12. These should be recorded with codes starting with Z90P on the ILR.

**Q16.14 Are internally accredited qualifications still unlisted?**

Yes you will be funded for the number of glh you PLAN to deliver the qualification in and record in field A32 of the ILR.

**Q16.15 I have been delivering a number of externally accredited non-section 96 external qualifications, are these still funded?**

No these were withdrawn from funding at the end of 2009/10 so you can no longer start learners on these aims. As part of managing the transition to the QCF there is an opportunity for Awarding Organisations to seek funding for one further year. Providers should contact their Awarding Organisations for further details.

**Q16.16 If a learner “gets a job” while on FL can I continue to deliver the programme?**

Yes the learner can continue with their programme and we would expect the provider to continue working with the employer and learner to ensure the continuation and completion of any qualifications. Following this the provider should ensure the employer is aware of the need for continued progression and attempt to ensure the job has ongoing training and progression. Opportunities for an Apprenticeship should be explored.

**Q16.17 What is to stop providers from taking only those learners who are nearly ready to progress and turning away learners who need the most support?**

LAs will want to assure themselves that providers have an ‘open-door’ policy. Where providers are refusing places to learners who need substantial support, then LAs will want to review the provision and, in the extreme, could de-commission the provision. They could also restrict growth through the

funding mechanism and allocations. There are a number of facilities within the funding mechanism that ensure providers do not need to avoid recruiting learners with high support needs and can provide high levels of support to learners. E.g. the ALS formula rewards those who recruit learners with the lowest GCSE point's scores; the success rate recognises even the smallest of achievements, high cost ALS, weekly funding and disadvantage uplift. Providers who adopt a selective approach are putting their provision at risk.

## **17. Qualification Success Rates (QSRs)**

### **Q17.1 Is there a measure of completion for FL Programmes?**

The measures are learners completing the qualifications (the QSR) on which they are registered (and funded) and progression. FL programmes are not like some other programmes (e.g. Apprenticeships or Diplomas) because the learner does not need to "complete" all the elements instead the provider must achieve a "progression" therefore it is the progression we will measure.

### **Q17.2 Will progression be measured?**

The progression measure is yet to be defined but it will measure the degree of progression for each learner in terms of further learning and their status at the end of the programme. In essence success is learners progressing to positive destinations and providers should begin now to ensure they can follow learners up and determine what they progress onto. Particular attention should be paid to field A50 on the ILR. This might in future feature in the Framework for Excellence.

### **Q17.3 You say the QCF should have a positive impact on Qualification Success Rates (QSRs) – why is this?**

This is best illustrated with a simplified example, providers should note that the standard QSR methodology applies and learners must achieve within the specified academic year to be treated as a success for QSR purposes.

Let's say a provider currently starts 10 learners on a level 1 programme across a single academic year and six achieve the level 1. Current success rate is 60%.

In future let's say:

- All 10 achieve the award; then the success rate for the award = 100%
- Then 2 withdraw from any further learning activity and 8 go on to be registered for and achieve the certificate; then success rate for the certificate = 100%
- Then a further 2 withdraw from any further learning activity and 6 go on to be registered for and achieve the Diploma; then success rate for the Diploma = 100%
- Overall the success rate would be = 100%

So the QSR has increased from 60% to 100%, add to this the motivational impact of incremental achievement and that because learning aims are

shorter it is easier to predict achievement dates this means we expect to see an overall improvement of success rates.

**Q17.4 If working in a consortia who is awarded the success when learners achieve qualifications or progression?**

The main contractor (or in other words) the provider that submits the ILR data and receives the funding from the LA/YPLA.

**Q17.5 Do I need to register learners for all the qualifications they are doing at the start of their programme?**

No this is for the provider to manage in accordance with each learner's needs. In funding terms providers will be credited for the SLNs related to each qualification registered on the ILR/ School census. Each qualification registered will also be counted for success rates which will impact on the following year's provider factor and therefore the funding received in later years. The programme can span multiple years provided there is no break in learning.

**Q17.6 If a college or provider is a lead provider for a consortia, will the consortia success rate impact on their overall success rate and therefore their funding?**

Yes as consortia lead the college or provider is responsible for the quality of the provision as well as administering the funding. However, the self assessment should identify the success rate separately for the consortia - this should be discussed with the LA if problems are identified.

**Q17.7 Are there Minimum levels of Performance (MLP) for FL?**

There is not a specific MLP for FL however the qualifications a learner on FL takes will count towards the current MLPs. The only qualifications that do not count are Functional Skills. This is another reason providers need to use the flexibility and structure of the QCF to the full.

**Q17.8 Does a learner count once per programme or once per learning aim?**

Once per learning aim.

## **18. Recording Learners on the ILR**

Note for full guidance please refer to the IA Guidance at the following link

[http://www.theia.org.uk/downloads/ilrdocuments/201011\\_guidance.htm](http://www.theia.org.uk/downloads/ilrdocuments/201011_guidance.htm)

**Q18.1 How should we record disadvantage for FL learners?**

For learners who would previously have been in FE, nothing has changed. For learners who would have previously been recorded as E2E, the approach to disadvantage has been brought into line with all other learner responsive programmes. This means that if a learner qualifies for disadvantage due to one of the reasons listed in the "YPLA Funding Guidance 2010/11: Funding Regulations 2008/09 Paragraph 80".then fields L32 and L33 of the ILR should

be completed. If nothing is recorded in L32 then the disadvantaged uplift will be calculated by referring to the learner's home postcode (field L17).

**Q18.2 There is a rumour that learners can only be registered on one qualification or FS at a time and that learners cannot register on qualifications at different levels at the same time. Is this true?**

No there is no foundation to this rumour. It would be entirely against the principles of FL programmes.

**Q18.3 Why bother recording planned guided learning hours (glh) at field A32. What do you do with it?**

There are three reasons why it is essential you record planned glh at field A32. These are:

- Because if the learning aim is unlisted (e.g. functional skills) the funding is calculated on the planned glh you enter (and not on theoretical glh) and
- Because entitlement funding is calculated based on the planned glh value you enter and not the glh recorded on the Learning Aims Database (LAD). This means the planned glh required for entitlement funding (336 glh) will for Foundation Learners, who need more teaching time, be reached in more cases than would otherwise be the case and
- We use this information to set SLN glh for the future which means the funding is more accurate.

**Q18.4 Where do I record GCSE points for English and Maths – is this on the ILR?**

For 16-18 year olds you don't; the YPLA matches learners to their GCSE point's scores using data from QCDA. For adults you record the prior attainment on the ILR, yes.

**Q18.5 When should the Foundation Learning Programme Aim be used?**

If a programme has been put together for the learner according to the Foundation Learning Specification/Delivery Guidance and is primarily at entry or level 1, then a programme aim (and related coding in A15 for all the FL Catalogue aims) should be recorded. This is the case even if the learner is not participating in all three strands of FL. If a learner is doing one or more qualifications that are in the FL catalogue, but is not following a Foundation Learning programme put together in accordance with the specification/delivery guidance, then they should not record an FL programme aim (or related coding in A15 for all the FL Catalogue aims).

**Q18.6 How many Foundation Learning Programmes can a learner do?**

The FL programme aim should cover the complete programme put together for the learner and is not restricted to levels. Providers should endeavour to plan a complete programme to enable the learner to progress and not add one programme to another. Component learning aims can be added to the programme as the learner develops. The assumption is that the vast majority or learners will be moving up the levels and not repeating levels.

**Q18.7 How do I record the learners aspirations for progression?**

Every FL programme that is recorded in ILR field A15 must have an associated entry in ILR field A46. In this field you have to record the learner's aspirations for their progression from the programme. This is an initial intention and may change, however even if the learner does change their direction this initial intention stays the same and is not changed. The main measure for progression will focus on positive progressions and this does not necessarily need to be the one identified in this field.

**Q18.8 Where are the full details for recording FL learners on the ILR?**

See Recording Foundation Learning on the ILR in 2010/11 on the IA web Site at the following link.

[http://www.theia.org.uk/downloads/ilrdocuments/201011\\_guidance.htm](http://www.theia.org.uk/downloads/ilrdocuments/201011_guidance.htm)

## **19. Youth Community Action (YCA)**

**Q19.1 What is YCA?**

YCA is designed to inspire all young people in England to play a positive and active part in their community by giving unpaid help as part of a group, club or organisation to benefit others or the environment

**Q19.2 How does YCA fit with FL?**

YCA is ideal for FL because it encourages Learners on FL to play an active part in their community. During 2009/10 the LSC introduced an E2E payment to reflect the costs providers incurred in setting up community placements for learners. As E2E is now subsumed within FL then YCA has become part of the wider FL programme.

**Q19.3 Will this continue and if so how will it be funded?**

Yes you should consider this as an integrated element of FL from 2010/11. It is claimed by entering Code ZYCA0001 (Planned placement of 16 hours or more) as a component learning aim just like you would a component qualification.

**Q19.4 Can I start to deliver YCA if I haven't been involved before now?**

No this is only available for ex E2E providers (including colleges) already involved in 2009/10.

**Q19.5 Who should I contact if I wish to discuss any aspects of YCA?**

Your LA contact.

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