



Pre-entry literacy, numeracy and digital skills programmes: opportunities and essential requirements

Beej Kaczmarczyk

e-Memoir.co.uk
Real solutions for FE and Skills Sector professionals

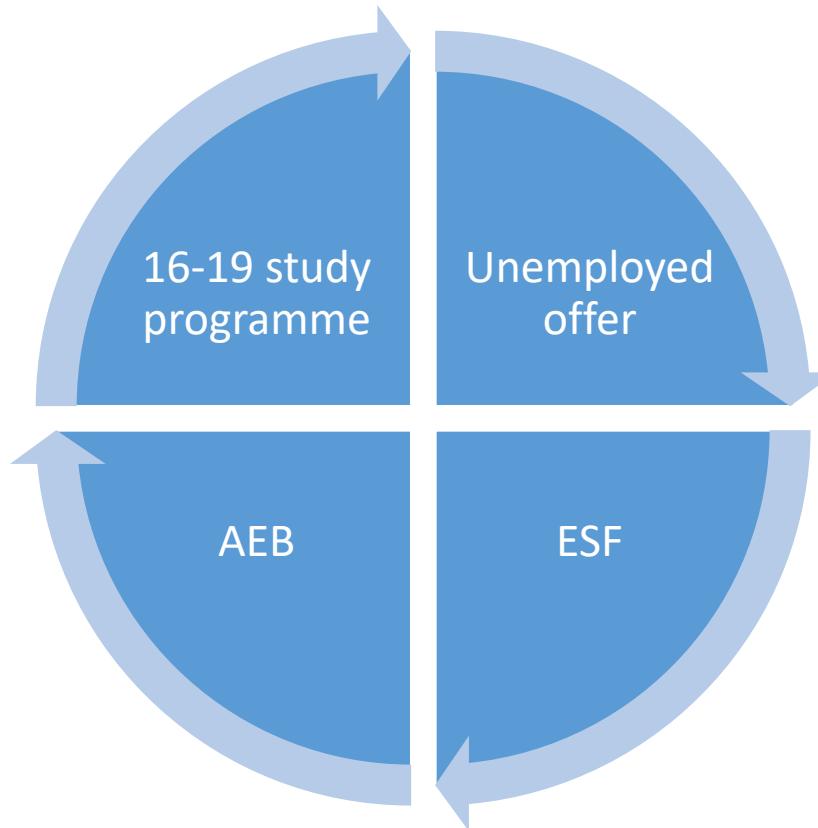


What this presentation will cover

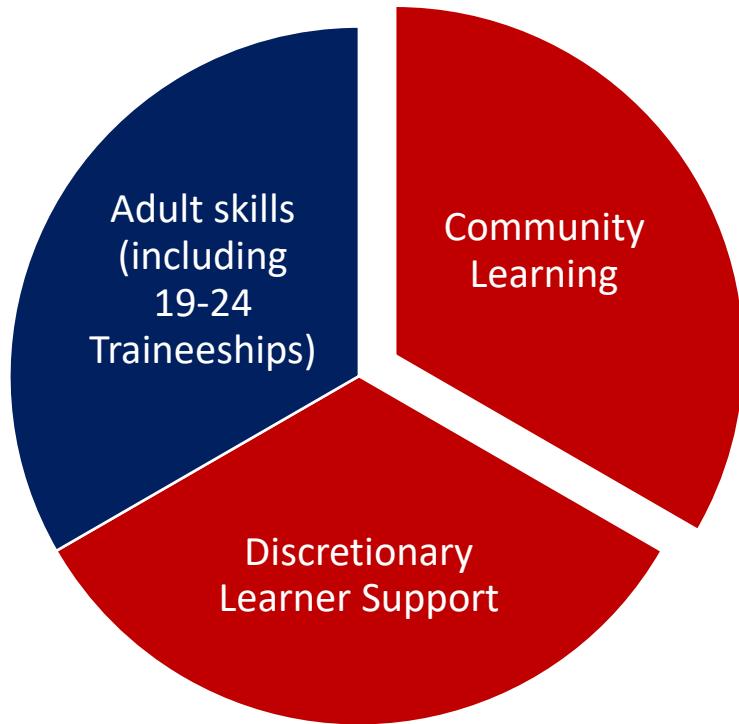


- ❑ Understanding the funding for pre-entry programmes, including the Adult Education Budget (AEB)
- ❑ Pre-entry literacy, numeracy and digital skills programmes and opportunities provided by local flexibilities, low wage waivers, devolution of the AEB and the employability agenda
- ❑ Non-regulated programmes and how to record them
- ❑ Importance of Awarding Organisation accreditation and RARPA in quality assurance
- ❑ Using pre-entry programmes to promote progression to statutory entitlements, regulated qualifications and employment

Funding for pre-entry programmes



How the AEB is made up



- Formula funded - based on the funding formula underpinned by information on the ILR
- Non-formula funded – based on funding claims during the year and year end
- Community Learning can provide opportunities for flexibility and progression including from non-regulated learning

Adult Education Budget (AEB)



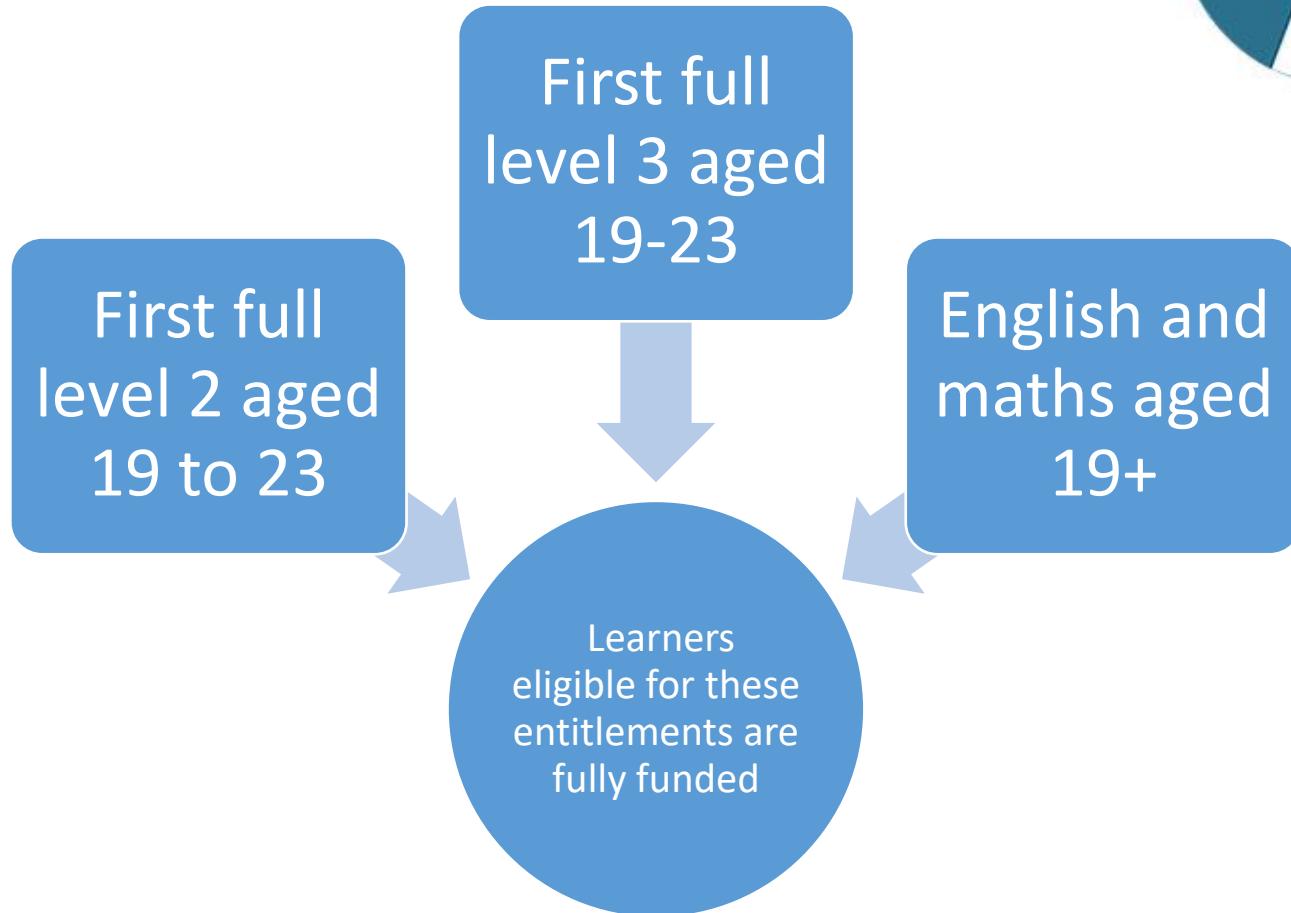
- ❑ Principle purpose is to engage adults and provide them with the skills and learning needed for work, an apprenticeship or further learning
- ❑ Enables adults to achieve qualifications as well as tailored programmes of learning, which do not need to include qualifications, to help those furthest from learning or employment
- ❑ Funds broader types of learning activities rather than qualifications, e.g. preparation for life, adult re-engagement, independent living, employability skills
- ❑ Providers have the freedom and flexibility to deliver programmes of learning that can include a range of activities which may, or may not include, qualifications
- ❑ Funds a range of qualifications from entry up to level 2 and non-regulated learning

Adult Education Budget (AEB)



- For the legal entitlements to a first full Level 2 or 3 for 19- to 23-year-olds, or English and maths entitlements for learners aged 19 or older, providers must deliver the qualifications listed in the table of qualifications for entitlement (**updated on the Hub**)
- ESFA will fully fund 19 to 23 year olds on the day they start the following learning: provision, up to and including level 2 for those who already have a full level 2, **if they are unemployed** (otherwise co-funded)
- ESFA will fully fund learners aged 24 or over on the day they start learning, up to and including notional level 2, **if they are unemployed** (otherwise co-funded)
- Adults who are employed on low wages and cannot contribute towards the cost of co-funding fees will be fully funded in 2020 to 2021
 - Less than **£17,004** annual gross salary
 - Boost for the low paid and ESOL learners
 - Increases level of ESFA funding per learner (previously co-funded)

Legal entitlements



Government contribution table

The level of government contribution for ESFA funded AEB is as follows.

Provision	19- to 23-year-olds	24+ unemployed	24+ other
English and maths, up to and including level 2 <small>(Must be delivered as part of the legal entitlement)</small>	Fully funded*	Fully funded*	Fully funded*
Level 2 (excluding English and maths) <small>(First full level 2 must be delivered as part of the legal entitlement)</small>	Fully funded* (first and full)	Fully Funded	Co-funded+
Learning to progress to level 2	Fully funded* (up to and including level 1)	Fully funded	Co-funded+
Level 3 <small>(First full level 3 must be delivered as part of the legal entitlement)</small>	Fully funded* (first and full)	Loan-funded	Loan-funded
	Loan-funded** <small>(previously achieved full level 3 or above)</small>		
Traineeship#	Fully funded (including 16- to 24-year-olds***)	N/A	N/A
English for speakers of other languages (ESOL) learning up to and including level 2	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above	N/A	Fully Funded	Co-funded+
*Must be delivered as one of the English and maths, and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.			
**Must be delivered as entry or level one provision from local flexibility.			
# Excludes flexible element where funding depends on age and level.			
*** 16- to 18-year-old learners must be eligible under the ESFA's young people's residency requirements .			
** Availability of loans at level 3 does not replace the legal entitlement to full funding for learners aged 19 to 23 undertaking their first full level 3.			
+ Low wage flexibility may apply, refer to paragraph 159.			



How can a pre-entry offer facilitate progression to fully-funded programmes?

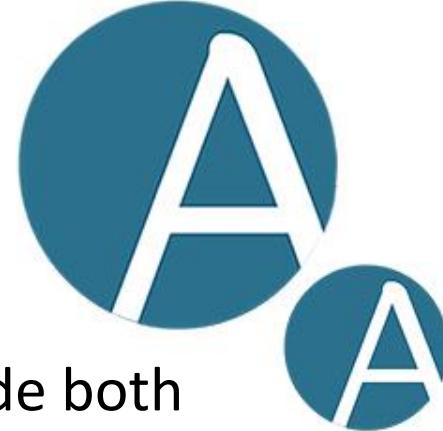
Learners in receipt of low wage



- You may fully fund learners, who are employed or self employed, and would normally be co-funded for provision, up to and including level 2 . You must be satisfied the learner meets both of the following:
 - is eligible for co-funding, and
 - earns less than £17,004 annual gross salary
- You must see and keep supporting evidence in the learner file. This could be a wage slip within 3 months of the learner's learning start date, or a current employment contract which states gross monthly / annual wages. Please note this is not an exhaustive list, but must support your decision to award full funding to an individual who would normally be eligible for co-funding.
- You must use LDM code 363 and FFI code 1 to claim full funding for learners who meet the requirements set out in paragraph 159 .

What have you done to promote this offer to the low paid?
What has been impact of this change so far?

Local flexibility opportunities for providers



- Bespoke locally designed learning, that can include both qualifications and non-regulated learning to support
 - Progression to full level 2
 - Retraining/upskilling for learners already in receipt of level 2 or above
- Qualifications and units of qualifications which are specified on the Hub, including ESOL
- Non-regulated learning, where robust and appropriate quality assurance is in place, i.e. RARPA (Recognising and Recording Progress and Achievement)**

Local flexibility



Learners eligible for local flexibility are either fully or co-funded

Learners aged 19-23 progressing to their first level 2 can only undertake learning at entry and level 1 from local flexibility

Can be used alongside the legal entitlements, e.g. functional skill in English and a non-regulated digital skills course

Non-regulated learning and/or qualifications and units at entry, level 1 and 2

Aged 19+

Government's view on devolution of the AEB



- Government's view is that AEB should fund local services to support local labour market conditions and future economic and social development.
- Fully devolved authorities will be responsible for Adult Education funding, policy and provision, with an increased focus on local responsiveness and flexibility.
- Funding policy, and the balance and mix of provision will be shaped by the economic and educational needs of residents and employers, rather than being supply-side driven by providers.
- In 2019 to 2020 almost 50% of the AEB is delegated to the GLA and six MCAs.

Combined authorities



AEB devolved or delegated in 2019 to 2020 to

- Greater Manchester
- Liverpool City Region
- West Midlands
- Tees Valley
- West of England
- Cambridgeshire and Peterborough
- Greater London
- North of Tyne (2020 to 2021)

The combined authorities will take on responsibility for the AEB to make sure learners, aged 19 and over, eligible for funding from that budget, who reside in their areas, have appropriate education and training.

Implications of devolution for providers of adult learning

- ❑ Understanding the allocation mechanism for AEB, even if you are outside of a devolved area
- ❑ Local strategic skills plans set out the broad outcomes that the skills system needs to achieve, e.g. what priorities are identified for ESOL, employability skills, or digital skills ?
- ❑ Devolution may lead to new funding arrangements in terms of rates and payment mechanisms in the future, e.g. variations from the national rates, or different earnings methodologies
- ❑ What constitutes the national entitlements will still be the responsibility of the DfE (also traineeships)



From the 2019 to 2020 academic year, the AEB will be apportioned into devolved and non-devolved budgets.

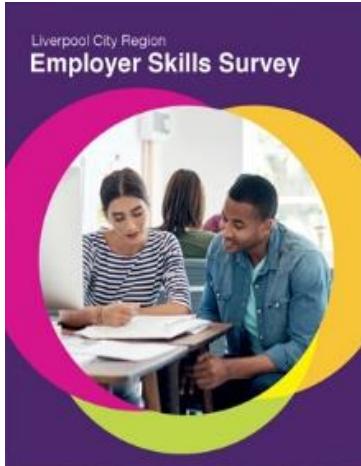
Ministers have agreed the methodology for calculating the devolved and non-devolved AEB budget shares. Each combined authority and GLA will receive its own budget and ESFA will have a non-devolved budget.

Opportunities provided by devolution



- A move away from centralised control and management of education and training budgets, e.g. **London raising the low wage waiver to £20,572.50**
- It could re-energise adult learning by providing greater freedoms and flexibilities, e.g. **proposed full funding for ESOL up to entry level 3 from 2020/21**
- By aligning with other funding streams, e.g. Job Centre Plus, ESF, Work and Health Programme, it could lead to more integrated approaches to helping individuals disadvantaged in the labour market, increasing skill levels and productivity, e.g. **ESF in London to fill gaps in provision for people with low levels of literacy**
- At local level, it could result in more effective, better targeted provision, and more productive partnerships between communities, employers and providers, e.g. **ESOL Plus pilots in London**
- Encourage bottom-up innovative projects and experimentation to meet local and regional needs, e.g. innovative approaches to digital skills for the unemployed
- The focus on outcomes, such as progression to sustainable employment, further study and improved earnings, rather than just on starts and qualifications is also welcome
- It could provide for a better match with needs of local economy, e.g. **ESOL for sectors with skills shortages**
- It could relax some of the rules and allow a wider choice of courses, e.g. pre-entry**

Identifying commissioning priorities - an example



Themes

16-24 year olds

A lifelong skilled workforce

Adult employability skills

Sector specific actions

Apprenticeships

Capacity building measures

The right mix and balance of provision

- Local community based programmes that target the most disadvantaged groups e.g. 50+, SEND, BAME?
- Targeting of specific sectors?
- More flexible provision that improves progression outcomes, employability and enterprise skills
- Drive up progression outcomes for English and maths
- Digital skills – pilot ahead of entitlement in 2020
- Routeway provision / sector based work academy?

Complementary funding to add value to AEB

- Alignment with Skills Capital to deliver technical skills
- Adding value to ESF
- DWP Flexible Support Funds?

Key measures of provider success

- Sustained employment
- Sustained learning and progression
- Provider curriculum responsiveness to priority sector needs

AEB funding formula



'The Adult Education Budget gives colleges and other training organisations more flexibility to respond to the needs of their local area. This enables the funding of programmes that really make a difference by including locally designed learning activity alongside qualifications, or instead of them.

The Single Activity Matrix enables colleges and other training organisations to calculate and claim funding for qualifications and other learning activity that is not qualification based.

Activity that is not a regulated qualification uses generic learning aims called 'class codes'. You can download the class codes to be used to record non-regulated provision in the ILR for 2020-21'.

Adult Funding Formula



- Funding = Rate x disadvantage uplift x area cost uplift**
- For learning aims not funded in 2019 to 2020, regulated Guided Learning Hours, Total Qualification Time or planned hours are grouped into funding bands in the Single Activity Matrix (SAM) to generate a funding rate
- 'Activity hours' banding in the SAM for very small provision
- Other elements of the formula are unchanged
 - IMD 2015 for disadvantage uplift
- Earnings methodology retained – 80% and 20%
- Assumed fee is 50% of unweighted rate for co-funded learners

Funding band (hours)	Activity type	PW A Base (unweighted)	PW B Low	PW C Medium	PW D High	PW E or G Specialist ¹
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356



Single Activity Matrix for 2020 to 2021 funding year



Certain qualifications have their funding band set as a matter of policy

Qualification type	PW A Base (unweighted)	PW B Low	PW C Medium	PW D High	PW E or G Specialist ²
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English	£724	-	-	-	-
Functional skills in entry level maths	-	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

Ascentis pre-entry qualifications



Ascentis pre-entry overview



- ❑ Developed in response to demand and collaboration with centres.
- ❑ All have the rigour of a regulated qualification
- ❑ Robust and quality assured
- ❑ Resources and Assessor Guidance provided
- ❑ Assessed via a mixture of assessment records and assessment papers
- ❑ Aim to build learner confidence
- ❑ Allow progression onto a regulated Entry 1 qualification

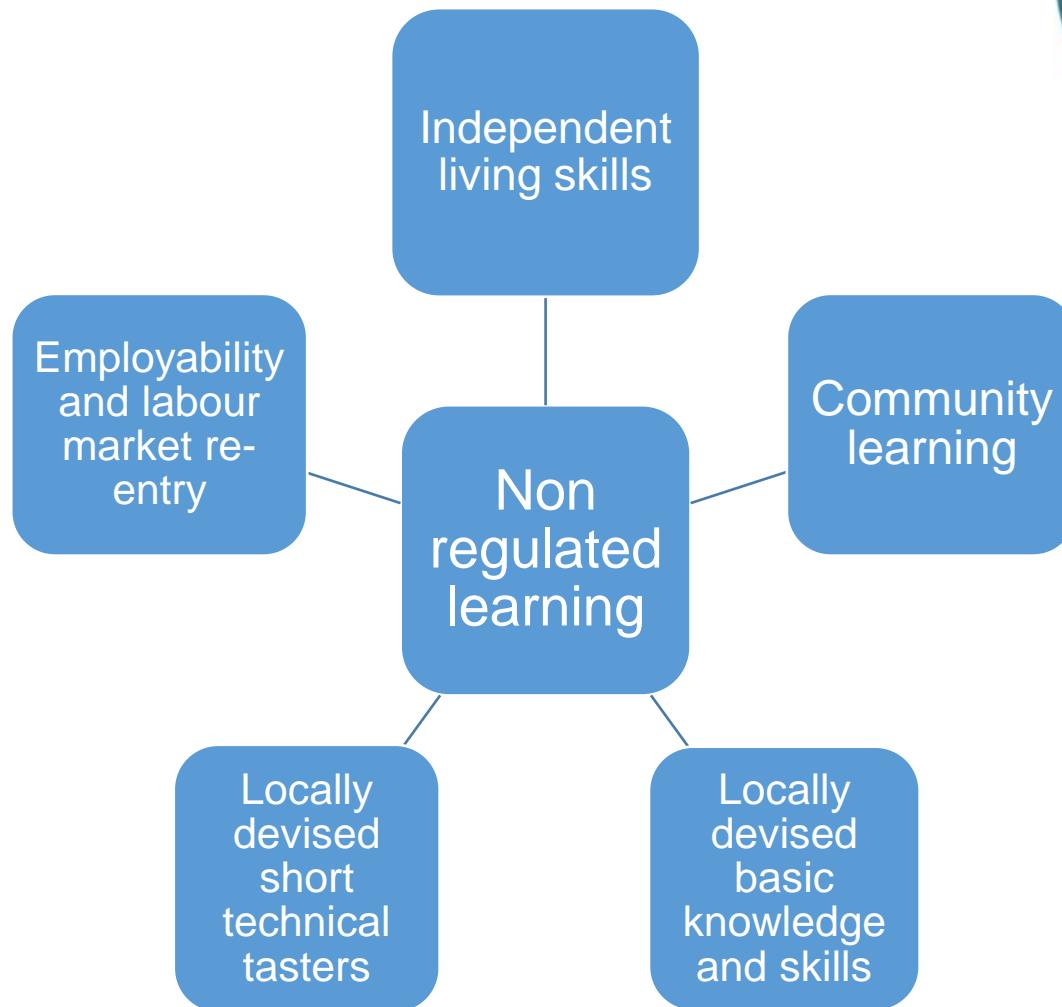
For more information, please contact
graham.white@ascentis.co.uk

Ascentis pre-entry qualifications



Qualification	GLH (TQT)	£ rate
Numeracy (Maths)	40	150
Literacy (English)	50	300
ESOL	80	450
Digital	80	450

Non regulated learning



Eligibility principles for non-regulated learning



- It must not be provision linked to UK visa requirements
- It must not be provision linked to occupational regulation unless there is an agreed concession in place
- It must not be restricted to being delivered to employees of only one employer
- It must not be learning, for example, 'induction to college', that should be part of a learner's experience
- It must not be a non-regulated version of a regulated qualification
- It must not be above notional level 2 (that is, at notional levels 3 or 4)
- At notional level 2 it must focus on technical provision

Recording non-regulated literacy, numeracy and ESOL

“Category B: Non Regulated English, Maths and ESOL Provision (Adult skills formula funded) You should use the codes in this category for non-regulated English, Maths and ESOL provision that is funded through the Adult skills funding model (FundModel 35) or ESF funding model (FundModel 70). There are separate codes for English, Maths and ESOL provision. Each code includes the level of learning (Pre-Entry level to Level 2) and funding band hours of the learning aim. “



For example:

Z0004392- Non regulated Adult skills formula funded provision, Pre-Entry Level, Maths, 21 to 44 hrs

Z0004298 - Non regulated Adult skills formula funded provision, Pre-Entry Level, ESOL, 69 to 92 hrs

Importance of quality assurance



‘Where you are delivering non-regulated learning you must ensure you have appropriate and robust quality assurance processes in place. For instance ‘The Recognising and Recording Progress and Achievement (RARPA) Cycle’. Further information on RARPA is available from the Learning and Work Institute.’

“RARPA has a critical role to play across all locally designed provision in the changing context of funding and commissioning. It is fundamental in capturing and measuring outcomes agreed and commissioned locally”.
LWI 2017

The RARPA process



Figure 2. The RARPA steps in detail, showing how progression towards outcomes is facilitated by the process.

Ascentis provides external quality assurance to this process



"Management Information: the same rigour in analysis and collation of achievements and outcomes is required for non-regulated provision as for regulated qualifications. Where appropriate this should include outcomes gathered from sample post course reviews. Stage one of the RARPA process integrates outcomes required to meet local needs and effective collation of achievements and supports reporting for the local commissioning processes. Local commissioners will expect to see robust evidence of this".

Opportunities provided by a pre-entry offer



- Take account of the learner's start points
- Overcome barriers to learning, e.g. learning to learn
- Can be combined with other learning
- Enables progression to regulated qualifications
- Can be linked to employability skills and labour market entry

e-Memoir.co.uk
Real solutions for FE and Skills Sector professionals

Many thanks

Please feel free to contact us. Don't forget to ask us about the e-Memoir subscription service



Beej Kaczmarczyk

bejkacz@gmail.com

07921 587443

e-Memoir.co.uk

info@e-Memoir.co.uk

e-Memoir.co.uk

Real solutions for FE and Skills Sector professionals