

Delivering *Skills for Life*

FACT SHEET 9 – Recording Skills for Life provision

Updated May 2009 and replaces all previous versions of Fact sheet 9

The purpose of this fact sheet is to outline the new Literacy and Numeracy Leitch targets, define Skills for Life provision, explain how it is recorded on the Individualised Learner Record (ILR) and highlight the continued importance of accurate recording and coding.

1 The fact sheet outlines guidance for 2008/09 and 2009/10. It refers to Skills for Life provision developed in the context of the existing National Qualifications Framework (NQF) and includes information on Functional Skills which are currently being piloted and have been included on the Qualifications and Credit Framework (QCF).

2 The fact sheet will be updated in the future as we clarify changes as a result of the introduction of the Qualification and Credit Framework (QCF) and Foundation Learning Tier (FLT). More information on the QCF can be found on the LSC's website: <http://qfr.lsc.gov.uk>.

Readership

3 Regional and local Learning and Skills Councils; colleges and other providers; directors responsible for curriculum development; senior managers and managers responsible for literacy, ESOL and numeracy provision; managers responsible for Management Information Systems (MIS) and for returning ILR to LSC; teachers and tutors of literacy, ESOL and numeracy; other staff with an interest in and responsibility for Skills for Life learning and learners.

Structure

4 The fact sheet has three sections. Section one defines Skills for Life provision, outlines the new Literacy and Numeracy Leitch targets, explains how eligible Skills for Life learning aims are recorded on the ILR and highlights the importance of ensuring this information is accurately recorded. Section two identifies some further ILR fields that are essential for Skills for Life monitoring and measuring progress to the Skills for Life Leitch target. Section 3 highlights the Skills for Life information that can be found on the Learning Aims Database (LAD).

5 This fact sheet has been prepared by the Employee Development team at the National Office of the Learning and Skills Council (LSC) and will be posted on the LSC website (www.lsc.gov.uk). For further clarification providers should, in the first instance, contact their regional or local Learning and Skills Council. Contact information can be found on our website.

Section One: Definition of Skills for Life provision, the importance of accurate recording and how Skills for Life provision is recorded on the Individualised Learner Record (ILR).

6 [Skills for Life](#) is the name of the Government's original national strategy for improving the literacy, English Language and numeracy skills of adults, aged 16 and upwards, through the delivery of literacy, English for Speakers of Other Language (ESOL) and numeracy provision. The original strategy document and related background information can be found on the Department for Innovation, Universities and Skills (DIUS) website <http://www.dcsf.gov.uk/readwriteplus/>. The original strategy was published in 2001, on 9 March 2009 the Government published an update to this strategy called [Skills for Life: Changing Lives](#) which focuses on literacy and numeracy. On 7 May 2009 they recently announced their [new approach to ESOL](#).

7 Skills for Life is also the umbrella term used for the literacy, ESOL and numeracy provision that delivers the aims of the strategy. It includes different learning aims and qualifications which all help learners to improve their literacy, English language and numeracy skills. Literacy, ESOL and numeracy provision that falls into the definition of Skills for Life provision is a priority for LSC funding.

8 The different types of provision defined under Skills for Life are not all funded in the same way and eligibility for certain types of Skills for Life qualifications will vary depending on which LSC funding stream providers are funded from, as highlighted in paragraph 13 . For further information on qualification funding eligibility, please refer to the [LSC Funding Guidance 2008/09: Principle Regulations and Rules guidance](#). This fact sheet aims to focus on the definition and recording of Skills for Life provision, which is also important to ensure providers receive the appropriate amount of funding for the provision they deliver.

The codes outlined in this fact sheet do not apply to provision delivered by Ufi and through the Long Term Residential Colleges (LTRC).

Why recording is important

9 The Government accepted the recommendations of the Leitch review of Skills and has set new PSA targets to ensure that by 2020, 95% of the working age population will have achieved functional numeracy at Entry level 3 and functional literacy at level 1. To ensure we are on track to meet this challenging target, the LSC has been set the following interim targets to achieve by 2010/11:

- 597,000 learners to achieve functional literacy (Level 1) or above, this includes ESOL achievements at level 1 and above
- 390,000 learners to achieve functional numeracy (Entry level 3) or above.

10 All LSC funded provision should be recorded on the ILR, colleges are also expected to record activity that is not funded by the LSC. Accurate recording is essential because data from the ILR is used to calculate correct funding, measure learner participation, retention and achievement, to monitor progress towards key targets, and to inform policy development.

11 In terms of Skills for Life, the LSC interrogates the ILR data to obtain an accurate picture of delivery and participation, which is then used to report on the

progress of the strategy to Ministers and to inform future policy decisions. Accurate recording becomes increasingly important as the LSC also looks at how the Skills for Life strategy supports learners to progress to other learning or employment and links to other policy areas such as full level 2.

Skills for Life provision

12 The LSC identifies two broad types of provision as eligible for LSC funding:

- **Approved qualifications:** these are learning aims that lead directly to qualifications accredited by the Qualifications and Curriculum Authority (QCA) for inclusion in the National Qualifications Framework (NQF) or the Qualifications and Credit Framework (QCF) and approved by the appropriate Secretary of State under Section 96 and Section 97 of the Learning and Skills Act 2000
- **Provision outside the NQF and the QCF:** these are learning aims that do not lead to approved qualifications as defined above. Often referred to as 'other provision' or 'non-approved provision'

Approved Skills for Life qualifications

13 The LSC considers the funding of approved qualifications as a key priority in order to meet its priorities and challenging targets. The approved qualifications that fall into the category of Skills for Life are outlined in Annex 1 and are as follows:

GCSEs:

- **GCSE in English** (A* - C = Level 2, D - G = Level 1)
- **GCSE in Maths** (A* - C = Level 2, D - G = Level 1)

Key Skills:

- **Key Skills in Application of Number** (Levels 1 and 2)
- **Key Skills in Communication** (Levels 1 and 2)

Adult Basic Skills

- **Certificate in Adult Literacy** (Entry Level, Level 1 and Level 2)
- **Certificate in Adult Numeracy** (Entry Level, Level 1 and Level 2)
- **Certificate in ESOL Skills for Life** (Entry Level, Level 1 and Level 2)
- **Certificate in ESOL Skills for Life (speaking and listening)** (Entry Level, Level 1 and Level 2)

Functional Skills

- **Award in Functional Skills English** (Entry Level, Level 1 and Level 2)
- **Award in Functional Skills Mathematics** (Entry Level, Level 1 and Level 2)

Please note funding eligibility for the above qualifications will depend on which LSC funding stream and programme Colleges and providers deliver provision through. For example, the Train to Gain discrete budget through the employer responsive model only funds delivery of the Certificates in Adult Literacy, Certificate in Adult Numeracy and Certificate in ESOL Skills for Life.

Annex 1 of this fact sheet outlines the Skills for Life approved provision and explains what Skills for Life provision counts to the new 2020 Leitch targets, as described in paragraph 9.

Functional Skills

14 Following the 14-19 Education and Skills White Paper (February 2005) and the Skills White Paper (March 2005), the Department for Education and Skills (DfES) gave QCA a remit to develop Functional Skills in English, ICT and Mathematics.

15 Functional Skills awards in English, Mathematics and ICT have been developed and these will replace the main key skills (Communication, Application of Number and ICT) from 2010. A new strand of the pilots was introduced from September 2008 to look at the suitability of Functional Skills as a replacement qualification for the adult basic skills Certificates in Adult Literacy, Numeracy and ESOL Skills for Life. This extra strand of the pilots will run up to 2010 and will inform whether Functional Skills will potentially replace the adult basic skills certificates from 2011. The adult basic skills qualifications will be re-accredited up to 2012. During the pilots achievement of a Functional Skills qualification in English and/or Maths will be included in the count towards the Leitch targets.

ESOL for Work

16 A new set of ESOL qualifications were developed and introduced from September 2007. The qualifications do not currently form part of the Skills for Life family of qualifications because they are not funded in the same way as the adult basic skills qualifications and do not count towards the PSA target.

Skills for Life approved qualifications

17 The approved qualifications that are included under the definition of Skills for Life, as detailed in paragraph 13, are easily identifiable because they all have generic titles – as highlighted in bold in paragraph 13. They are also given a unique accreditation number when they are submitted and accredited by QCA. In addition, all QCA accredited and approved Skills for Life qualification numbers begin with 100 or 500 for those accredited more recently.

18 Once the Skills for Life qualification has been accredited by QCA it is submitted to the Secretary of State for approval. Once approved it is then added to the section 96 list of qualifications for learners under 19 and/or section 97 list of qualifications for learners aged 19 and above. All the full Skills for Life qualifications appear on both lists, as they are suitable for learners aged 16 and over.

19 The Secretary of State for the Department for Children, Schools and Families (DCSF) has responsibility for approving qualifications that appear on the section 96 list and the Secretary of State for the Department for Innovation, Universities and Skills (DIUS) has responsibility for approving the qualifications that appear on the section 97 list. Please check the section 96 and 97 lists, which are currently both available on the Department for Children, Schools and Families (DCSF) website, as this is updated on a regular basis and is the only authoritative source for all approved qualifications. www.dfes.gov.uk/section96 and www.dfes.gov.uk/section97.

20 The accreditation code for approved Skills for Life qualifications is important because it forms the learning aim reference number, which is then recorded on the LSC's Learning Aim Database (LAD) and is used by providers to record the delivery of that qualification on the ILR. For example, the approved accreditation code for the City and Guilds, Entry level Certificate in Adult Literacy takes the format 100/1468/8. This code is then used as the learning aim reference code on the LAD but without the

forward slashes, so in this example it would appear as 10014688 in the LAD. Because it starts with 100 we can automatically determine it is an approved qualification (refer to paragraph 16)

Units of approved qualifications

21 It is the expectation of the Skills for Life strategy that learners will be given access to and enrol onto full qualifications so they are able to improve all aspects of their literacy, English language and numeracy skills. In particular it is the LSC's expectation that all 16 to 18 year olds (full or part-time) will receive a substantial programme of study and not be funded to undertake units of a qualification or non-approved provision. For further guidance on unit funding for 16-18 year olds please refer to paragraph 276-278 of the [LSC Funding Guidance 2008/09: Principle, Rules and Regulations](#).

22. A unitised programme for adults may be appropriate for those learners not intending to achieve, or unable to commit to, the whole qualification at the point of signing their learning agreement.

23 From 2008/09 units of vocational programmes (for adults) will only be eligible for funding if they are QCF accredited provision. However, an exception has been made for units of NQF Skills for Life qualifications and in 2008/09 and 2009/10 the LSC will continue to fund units of the Certificates in Adult Literacy, Certificate in Adult Numeracy and Certificate in ESOL Skills for Life for adult learners aged 19 or over. To be eligible for funding the awarding body has to accept candidates registered on unitised programmes and issue separate unit certification. For full guidance on the unitisation of programmes please refer to paragraph 268-277 of the LSC Funding Guidance 2008/09 Principles, Rules and regulations.

[Annex 2 of this fact sheet explains how eligible units of the approved Certificates in Adult Literacy, Adult Numeracy and ESOL Skills for Life should be recorded on the ILR in 2008/09 and 2009/10.](#)

Skills for Life provision outside Section 96 and 97 (also referred to as 'other provision' or 'non-approved provision')

24 The literacy, ESOL and numeracy provision outside section 96 and 97, which is included in the definition of Skills for Life, is as follows:

- non-approved basic skills (literacy, ESOL or numeracy) learning aims (based on the national standards and curriculum for adult literacy, ESOL or numeracy) at Entry level and Pre-entry level

25 Through wider funding policy the LSC expects learners aged 16-18, either full or part-time, to receive a substantial programme of study, comprising qualifications approved by the Secretary of State under Section 96. The LSC therefore does not expect to fund 16-18 years olds on non-approved provision. There may be an exception to this where the provision is to meet the needs of learners with learning difficulties and/or disabilities. Please refer to paragraph 313 and 321-322 of the [LSC Funding Guidance 2008/09 Principles, Rules and regulations](#) for further information.

26 The LSC does not expect to fund any literacy, ESOL or numeracy provision at levels 1 and 2 that is not approved. This provision became ineligible for funding as Skills for Life from 2007/08 and the expectation is that providers will convert their

level 1 and 2 non-approved/other provision to approved qualifications. Regional LSCs will use the planning process to remove low priority non-approved literacy, ESOL and numeracy provision at these levels.

27 Pre-entry provision currently sits outside the NQF and is not part of the QCF, it cannot therefore be approved provision. It is important that Skills for Life non-approved/other provision at Pre-entry and Entry level is correctly coded to indicate that it is based on the national literacy and numeracy standards or pre-entry curriculum, and that learners are on courses that enable them to progress to the national qualifications.

28 Non-approved Pre-entry and Entry level learning aim codes however cannot be applied to awarding body accredited provision; we have worked with awarding bodies to ensure that they are only developing and accrediting Entry-level provision that is approved. So at Entry level, awarding bodies should only be offering the Certificates in Adult Literacy, Numeracy and ESOL Skills for Life.

29 [Annex 3 of this fact sheet lists the codes that should be used for eligible Skills for Life non-approved provision.](#) By using these codes providers are stating that the provision is based on the national literacy and numeracy standards (or for pre-entry, the curriculum framework) and can help learners progress to the approved qualifications. Full details of these codes are outlined in [Appendix H](#) to the [ILR Specification 2008/09](#).

Long Term Residential provision

30 There are a small minority of colleges that deliver Skills for Life provision through residential programmes. Funding for these programmes has been calculated and agreed separately with the LSC and courses are recorded using a specific set of class codes. Please refer to section 8.1 of [Appendix H](#) of the ILR Specification for further details.

Section Two: Individualised learner Record (ILR) fields that are essential for Skills for Life monitoring and measuring progress to the PSA Skills for Life target

31 The previous section highlighted the importance of ensuring eligible Skills for Life learning aims are coded using the correct learning aim codes. All ILR fields should be accurately completed to ensure all provision is captured correctly, appropriate funding is generated and essential data is returned to enable the LSC to determine patterns of delivery and learner participation information. There are some key ILR fields that are especially important in measuring participation and monitoring progress to the new Leitch Skills for Life target.

Recording the grade outcome of Skills for Life Entry level qualifications: ILR field A36

32 The Skills for Life strategy includes provision from Pre-entry level to Level 2. Both Entry level approved and non-approved adult basic skills (literacy, numeracy and ESOL) learning aims based on the national literacy and numeracy standards are eligible Skills for Life provision. Entry level on the National Qualifications Framework is divided into three stages or steps: Entry 1, Entry 2 and Entry 3.

33 The Leitch target is to ensure 95% of the working age population have functional literacy (Level 1) and functional numeracy (Entry level 3). Although the LSC funds all three steps of Entry level provision, only those learners who achieve numeracy at Entry 3 count towards the 2020 Leitch target. The LSC has to determine and report from the ILR the number of learners that have actually achieved at Entry level 3 and is increasingly asked to report on all volumes and achievements of learners at each step of Entry.

34 For all learning aims funded by the LSC, providers are asked to record learners' final achievement outcome grades in field A36 of the ILR. In order to determine and report what level of Entry a Skills for Life learner has completed and achieved, providers are asked to record whether the level of achievement is Entry 1, Entry 2 or Entry 3. Please refer to the [ILR specification for 2008/09](#) for further information.

35 This field historically has a low completion rate, but is essential in helping the LSC accurately monitor Skills for Life participation and calculate progress to the target. So from 2007/08 a validation warning was introduced to remind providers when they are submitting an ILR with Entry level Skills for Life learning aims, to ensure they have recorded the achievement outcome grade where it is known. Completion of this field will apply to entry level Certificates in Adult Literacy, Numeracy, ESOL Skills for Life and Functional Skills in English and Mathematics.

36 This should be possible in all cases for the approved Certificate in Adult Numeracy and the Certificate in ESOL Skills for Life, because both of these qualifications are awarded at the level of the lowest unit achieved. Functional Skills in English and Maths at Entry level are currently a single unit. Learners can take assessments at each level, Entry 1, Entry 2 and Entry 3, and will be certificated accordingly, so their final outcome grade can be recorded. The Certificates in ESOL Skills for Life are accredited and approved at each of the steps of Entry level, so learners can be enrolled onto a Certificate in ESOL Skills for Life Entry 1 qualification and if achieved the outcome grade should correspond with the level of the award they were enrolled onto.

37 This may be more difficult for the approved Certificate in Adult Literacy because it recognises that learners may not be at the same stage of Entry level for all three components of adult literacy (speaking and listening; reading; writing) and the qualification is not awarded at the level of the lowest unit achieved.

38 The Entry level Certificate in Adult Literacy records the level achieved for each of the separate units, so where, for example, Speaking and listening = Entry 3; Reading = Entry 2 and Writing = Entry 1, an Entry Level qualification is awarded and doesn't give the learner an overall qualification grade. A provider would therefore be required to decide what level the learner should be recorded as. Providers may wish to consider recording learners achievement level the same as the level of the lowest achieved unit, as is the case for the Certificate in Adult Numeracy and Certificate in ESOL Skills for Life award.

39 Providers should also record learners' Entry-level achievement grade (Entry 1, Entry 2 or Entry 3) for their non-approved provision to enable the LSC to report more accurately on Skills for Life participation.

Measuring the take up and participation of Skills for Life provision

40 With the introduction of changes to ESOL funding from 2007/08, the LSC is also specifically looking at the take up and delivery of ESOL provision to determine the impact of this policy and new qualifications have had on the delivery of ESOL provision. Therefore any ILR field which helps provide more relevant information on Skills for Life and in particular ESOL participation should be completed accurately and in-line with any revised guidance contained in the ILR specification for 2008/09. These include the following ILR fields:

Field L24 – Country of Domicile

41 When the LSC reviewed the funding of ESOL provision in 2006, we found that the Country of Domicile field was often completed inaccurately. In order to support accurate completion of this field KPMG undertook some support projects with providers and the [ILR specification for 2008/09](#) has since been updated to include further guidance.

42 This continues to be an essential field in data analysis to determine where learners undertaking any provision have originated from. This field should be completed with **the country of domicile where the learner has been ordinarily resident for the three years preceding the start of the programme**, ignoring absences. So for example, where a learner has come to the UK from Poland in 2007, and has lived here for 11 months, the country of domicile code for Poland, 727, should be used. If a learner has come to the UK from Poland but has only lived there for one year and has lived in Germany for the previous 2 years then the Country of Domicile to be recorded would be Germany.

ILR Field A14 - Reason for partial or full non - payment of tuition fees

43 From 2007/08 ESOL provision is no-longer eligible for automatic fee remission. The LSC monitors the impact of this Government policy on learner engagement and participation. One field that will also be used in Skills for Life data analysis is the reason for any partial or non-payment of the assumed fee element. This field is used to determine the extent of remission of fees in the sector and will be

of particular importance for learners enrolled on to Skills for Life ESOL provision to determine if they are eligible for fee remission for another reason.

Section 3: Where to find Skills for Life coding information

Learning Aim Database (LAD)

44 The Learning Aim Database (LAD) is the LSC application that holds information on learning aims and associated funding information. This information is used by the Learner Information Suite (LIS) and other Council systems to validate the Individualised Learner Record (ILR) data and to calculate derived variables for all LSC funding streams. The funding calculations for formula-funded provision all depend on information from the LAD.

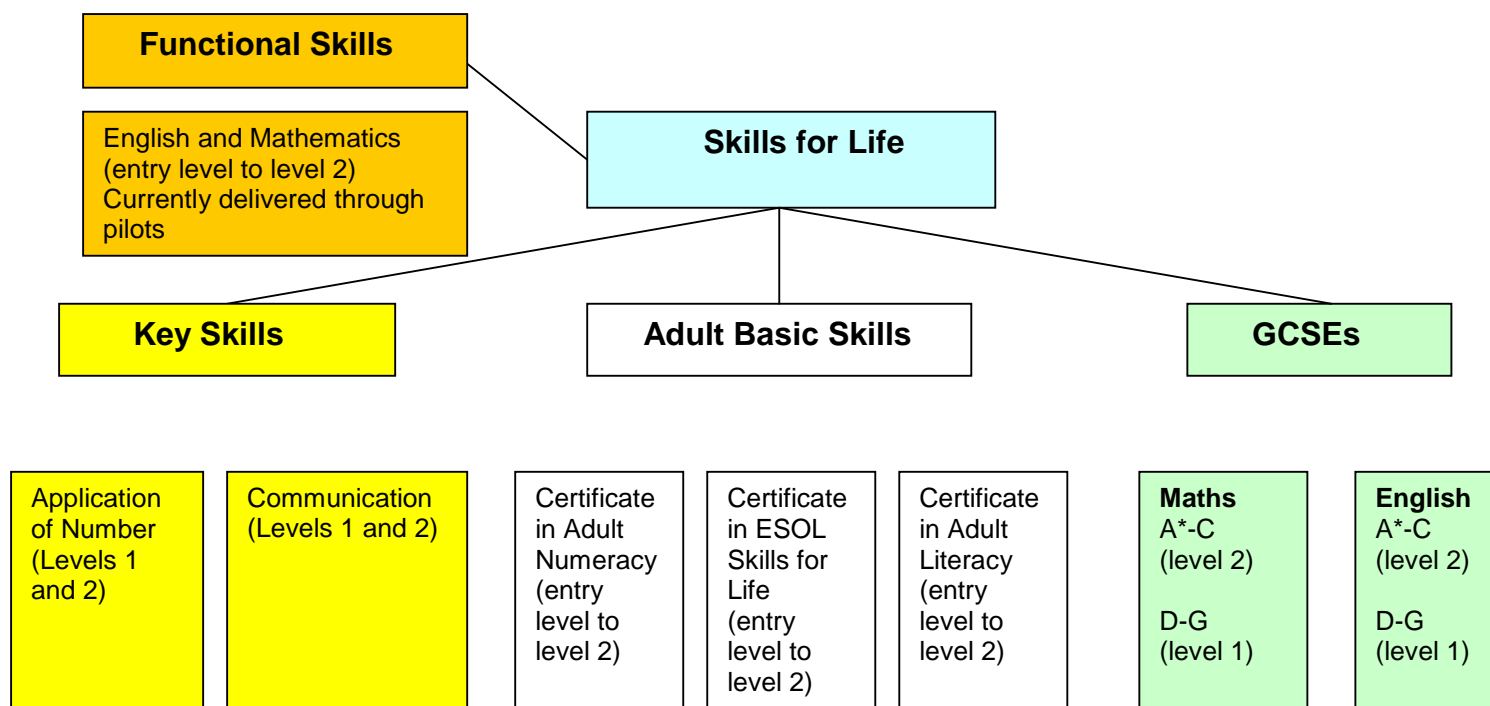
45 The LAD holds data on all learning aims, funded and non-funded. For each learning aim, it holds the information required for calculating funding and all the valid learning aim references to enable providers to produce the ILR.

46 For Skills for Life provision the LAD can also be used to identify:

- learning aims that are eligible for and funded at the enhanced basic skills rate. For further information on Skills for Life funding and the enhanced programme weighting available for some basic skills learning aims, please refer to Section 6 of the [LSC Funding Guidance 2008/09: Principle Regulations and Rules guidance](#).
- the Skills for Life type; this is a field which is populated for Skills for Life provision and it outlines the subject category (or type) of Skills for Life provision the learning aim belongs for example GCSE Maths. This field is updated by the LSC and is used for internal LSC data analysis purposes, for example, to help calculate Skills for Life learner participation volumes. It is used to help separate Skills for Life provision into literacy, ESOL and numeracy learning aims

47 The LAD also contains a 'counts towards Skills for Life national target flag' in the shared annual values tab. This is the original flag that denotes what counts to the original Skills for Life **2010** PSA target. **This flag does not show the provision that contributes to Leitch.** The new Leitch target is very different to the original target and a simple 'yes' or 'No' in a target count field cannot capture the provision that contributes to the Leitch target. Providers can refer to Table 4 on page 45 of the [LSC Funding Guidance 2008/09: Principle Regulations and Rules guidance](#) for clarification of what contributes to the Leitch target.

Skills for Life Approved Qualifications in 2008/09 and 2009/10



What counts to the 2020 Public Services Agreement (PSA) Skills for Life target and calculating progress to the national target

The new Leitch Skills for Life PSA target is to ensure that by 2020 95% of the working age population will have achieved functional numeracy at entry level 3 or above and functional literacy at level 1 or above. This has been converted into the number of learner achievements the LSC has to deliver by 2010/11, as follows:

- 597,000 learners to achieve functional literacy (Level 1) or above
- 390,000 learners to achieve functional numeracy (Entry level 3) or above.

The Leitch target is defined in terms of literacy and numeracy, however it continues to include the delivery and achievement of English for Speakers of Other Languages (ESOL). When achieved at level 1, the appropriate ESOL qualification (as detailed below) will count towards the literacy level 1 target.

A learner can count to both the literacy and the numeracy volumes. Even though achievements below the Leitch thresholds would not count immediately to the target e.g. E1 and E2 numeracy, they are still fundable and are essential for learners' progression and for Skills for Life participation.

The qualifications outlined in Table 1 when achieved will directly contribute to the Leitch target volumes

Table 1: What directly counts to the PSA 2020 Leitch Skills for Life target

Functional Literacy	Functional numeracy
Certificate in ESOL Skills for Life (Level 1)	Certificate in Adult Numeracy (Entry level 3)
Certificate in Adult Literacy (Level 1)	Award in Functional Skills Mathematics (Entry level 3)
GCSE English (D-G) = Level1	
Key Skill in Communication (Level 1)	
Award in Functional Skills English (Level 1)	

Calculating progress to the national PSA target

The ILR collects all data on Skills for Life provision that has been delivered and funded by the LSC, to calculate the total volumes delivered towards the target certain national assumptions have to be applied to the data to accommodate for information that is not available directly through the ILR.

The target volumes the LSC has to deliver are national targets and progress to these volumes is determined at a national level. All learner achievements on the qualifications detailed in Table 1 will be calculated each academic year. A certain percentage of higher level qualifications are also included in the count to the target.

Further information on the calculation of the Leitch PSA target

Adult Basic Skills

The Certificate in ESOL Skills for Life (speaking and listening) does not count towards the target because its achievement demonstrates only two skills (speaking and listening) and the target aims to capture the achievement of English language learners who have been taught the full range of skills – speaking and listening, reading and writing.

Key Skills

In order to achieve the full Key Skills qualification a learner has to undertake and achieve an end-test and portfolio of evidence. However, learners who achieve the Key Skills end-test and thus partially achieve the Key Skills qualification are included in the count towards the target. This is because the Key Skills end tests at levels 1 and 2 draw on the same set of questions as the end test for the Certificate in Adult Literacy and Certificate in Adult Numeracy at levels 1 and 2 (also known as the national test).

Recording units of approved Skills for Life qualifications from 2008/09

All of the tables in Annex 2 and Annex 3 show the class codes available from 2008/09 and shows whether each code is available for:

- non-LSC funded provision (including ESF funded provision)
- provision funded in the 16-18 Learner Responsive (16-18 LR) stream of demand-led funding
- provision funded in the Adult Learner Responsive (LR) stream of demand-led funding
- provision funded in the Employer Responsive (ER) stream of demand-led funding
- Adult Safeguarded Learning (ASL) provision

It is the LSC's expectation that all 16 to 18 year olds (full or part-time) will receive a substantial programme of study, comprising qualifications approved by the Secretary of State on Section 96 and will therefore would not be funded to undertake units of a qualification. However, the offer of separate units of a qualification, as opposed to full qualifications, to 16-18 year olds learners may be appropriate in exceptional circumstances and may be funded with LSC agreement. For further information providers must refer to paragraph 276-278 of the LSC Funding Guidance 2008/09 Principles, Rules and regulations.

From 2008/09 the following codes should be used to record eligible units of the approved Certificates in Adult Literacy, Certificate in ESOL Skills for Life and Certificate in Adult Numeracy, but only where the awarding body has designed their qualification to be delivered in units and therefore issues separate certification for each unit.

English for Speakers of Other Languages (ESOL)

Availability by provision

Code	Title	Non-funded	16-18 LR	Adult LR	ER	ASL
ZUNAEESO	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	in exceptional cases	Yes	No	Yes
ZUNA1ESO	Unitisation (approved external qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	in exceptional cases	Yes	No	Yes
ZUNA2ESO	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	in exceptional cases	Yes	No	Yes

Literacy**Availability by provision**

Code	Title	Non-funded	16-18 LR	Adult LR	ER	ASL
ZUNAELIT	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	in exceptional cases	Yes	No	Yes
ZUNA1LIT	Unitisation (approved external qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	in exceptional cases	Yes	No	Yes
ZUNA2LIT	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	in exceptional cases	Yes	No	Yes

Numeracy**Availability by provision**

Code	Title	Non-funded	16-18 LR	Adult LR	ER	ASL
ZUNAENUM	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F – Numeracy	Yes	in exceptional cases	Yes	No	Yes
ZUNA1NUM	Unitisation (approved external qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - Numeracy	Yes	in exceptional cases	Yes	No	Yes
ZUNA2NUM	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - Numeracy	Yes	in exceptional cases	Yes	No	Yes

The numeracy unit codes are available and only to be used where providers are delivering the National Open College Network's (NOCN) approved units of the Certificate in Adult Numeracy, as QCA has informed the LSC this is the only awarding body who has had units of the approved Certificate in Adult Numeracy separately accredited.

Skills for Life provision not approved on Section 96/97 (non-approved/other provision)

Volumes of this type of provision will be subject to planning discussions with regional/local LSCs and should be in line with the LSC's national Framework for [Managing the Balance and Mix of provision \(2007/08\)](#).

From 2008/09 the following codes are used to record eligible non-approved Skills for Life provision. These are only available at pre-entry and entry Level because non-approved level 1 and 2 provision is not eligible for funding as Skills for Life.

The LSC expects learners aged 16-18, either full or part-time, to receive a substantial programme of study, comprising qualifications approved by the secretary of State under Section 96. *The LSC therefore does not expect to fund 16-18 years olds on non-approved provision, however in 2008/09 and 2009/10 there is an exception where this provision is for Learners with Learning Difficulties and/or Disabilities (LLDD).

Code	Title	Non-funded	*16-18 LR	Adult LR	ER	ASL
CBSP0001	Basic Literacy Course, Pre-entry Level	Yes	No*	Yes	No	Yes
CBSP0002	Basic ESOL Course, Pre-entry Level	Yes	No*	Yes	No	Yes
CBSP0003	Basic Numeracy Course, Pre-entry Level	Yes	No*	Yes	No	Yes
CBSE0001	Basic Literacy Course, Entry Level	Yes	No*	Yes	No	Yes
CBSE0002	Basic ESOL Course, Entry Level	Yes	No*	Yes	No	Yes
CBSE0003	Basic Numeracy Course, Entry Level	Yes	No*	Yes	No	Yes

For full details of the non-approved class codes, including class codes for non-approved OCN provision please refer to [Appendix H of the ILR specification](#).

OCN Skills for Life other provision

The following codes are for OCN Skills for Life other provision. The codes are only available at entry Level because non-approved level 1 and 2 provision is not eligible for funding as Skills for Life.

Code	Title	Non-funded	16-18 LR	Adult LR	ER	ASL
CNBSE001	Open College Network Basic Literacy Course, Entry Level	Yes	No	Yes	No	Yes
CNBSE002	Open College Network Basic ESOL Course, Entry Level	Yes	No	Yes	No	Yes
CNBSE003	Open College Network Basic Numeracy Course, Entry Level	Yes	No	Yes	No	Yes

Recording units of non-approved Skills for Life qualifications

It is the intention of the Skills for Life strategy that learner's should have access to full approved qualifications. Through demand-led funding eligibility for funding for units of non-approved qualifications has been restricted to ASL funded provision and non-LSC funded provision only and from 2008/09 the following code should only be used to record Entry-level non-approved provision that is delivered and funded through ASL or non-LSC funded routes).

This type of Skills for Life provision should only be offered to learners where they are unable to sign up to a full, approved qualification or a unit of an approved qualification. It is anticipated that this would only be in exceptional circumstances.

Code	Title	Non-funded	16-18 LR	Adult LR	ER	ASL
ZUNEE14F	Unitisation (external qualification not approved) Entry Level, Preparation for Life and Work (SSA 14), PW F	Yes	No	No	No	Yes

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