

# **Delivering Skills for Life**

## **Fact sheet 4 – Recording Skills for Life provision (2010/11)**

**October 2010**

Of interest to Skills Funding Agency colleagues, Colleges and providers funded to deliver Skills for Life (literacy, numeracy and English for Speakers of Other languages (ESOL) provision), Office for Standards in Education (Ofsted); Learning and Skills Improvement Service (LSIS)



**Originally published in May 2009 by the Learning and Skills Council, this fact sheet outlines guidance for 2010/11 and relates to Skills for Life provision eligible for funding by the Skills Funding Agency for learners aged 19 and over.**

**The purpose of this fact sheet is to 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.**

## **Readership**

1 Skills Funding Agency colleagues; colleges and other providers: directors responsible for curriculum development; senior managers and managers responsible for literacy, ESOL, numeracy and vocational qualification provision; managers responsible for Management Information Systems (MIS); teachers and tutors of literacy, ESOL, numeracy and vocational programmes; Office for Standards in Education (Ofsted); Learning and Skills Improvement Service (LSIS); colleagues responsible for literacy, ESOL, numeracy and vocational provision.

## **Structure**

2 The fact sheet has three sections. Section one defines Skills for Life provision, 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 ILR fields that are essential for Skills for Life monitoring. Section 3 highlights the Skills for Life information that can be found on the Learning Aims Database (LAD).

3 This fact sheet has been prepared by the Foundation Skills team at the National Office of the Skills Funding Agency. For further clarification providers should, in the first instance, contact their Account Manager.

## **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).**

4 Skills for Life is 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 Skills Funding Agency funding.

5 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 programme providers are funded to deliver. For further information on qualification funding eligibility, please refer to the Skills Funding Agency funding guidance for the appropriate programme, which can be found on our website: <http://skillsfundingagency.bis.gov.uk/providers/programmes/>. 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 through the Long Term Residential Colleges (LTRC).**

### **Why recording is important**

6 All Skills Funding Agency funded provision should be recorded on the Individualised Learner Record (ILR). Colleges are also expected to record activity that is not funded by the Skills Funding Agency. Accurate recording is essential because data from the ILR is used to calculate correct funding, measure learner participation, retention and achievement and to inform policy development.

7 The Skills Funding Agency 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 Skills Funding Agency 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**

8 The Skills Funding Agency identifies two broad types of provision as eligible for funding:

- **Qualifications accredited to the Qualifications and Credit Framework (QCF) or the National Qualifications Framework (NQF):** these are learning aims that lead directly to qualifications accredited by Ofqual for inclusion in the Qualifications and Credit Framework (QCF) or where there is no appropriate QCF qualification then those accredited to the National Qualifications Framework (NQF)
- **Provision outside the QCF and NQF:** these are learning aims that do not lead to qualifications as defined above. Often referred to as 'non-NQF/QCF' or 'other provision' or 'non-approved provision'

## NQF/QCF Skills for Life qualifications

9 In 2010/11 there will be a mixed economy of qualifications that have been accredited to the Qualifications and Credit Framework (QCF) and those that have been accredited to the National Qualifications Framework (NQF). In 2010/11 all the eligible Skills for Life qualifications are accredited to the NQF only.

10 The Skills Funding Agency considers the funding of these NQF Skills for Life qualifications as a key priority in order to meet its priorities. The following NQF Skills for Life qualifications are automatically eligible for funding by the Skills Funding Agency:

### 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 (only when delivered as part of an Apprenticeship framework up to 31 March 2011):

- **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

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

*Please note funding eligibility for the above qualifications will depend on which Skills Funding Agency programmes Colleges and providers deliver provision through. For example, the Train to Gain programme 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 provides an overview of the Skills for Life NQF provision.](#)

## Functional Skills

11 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 the Qualifications and Curriculum Development Agency (QCDA) a remit to develop Functional Skills in English, Mathematics and ICT.

12 Functional Skills awards in English, Mathematics and ICT have been developed and from 1 September 2010 they replace the main key skills (Communication, Application of Number and ICT) at level 1 and level 2. With the exception of Key Skills delivered in an Apprenticeship framework, where a further period of transition has been agreed and Key Skills delivered in Apprenticeship frameworks will be fundable by the Skills Funding Agency until 31 March 2011.

13 Ministers are still to make a decision about whether Functional Skills in English and Mathematics will replace the basic skills Certificates in Adult Literacy and Adult Numeracy. In the meantime the adult basic skills qualifications have been re-accredited up to 2012.

### **Skills for Life NQF/QCF qualifications**

14 The qualifications that are included under the definition of Skills for Life are easily identifiable because they all have generic titles – as highlighted in bold in paragraph 11. They are also given a unique accreditation number when they are accredited by Ofqual. In addition, all NQF/QCF accreditation numbers begin with 100 or 500 for those accredited more recently.

15 All qualifications accredited to the NQF/QCF then have to be approved for funding. For vocational qualifications that sit within a Sector Skills Council (SSC) footprint, the expectation is that the relevant SSC will approve the qualification for public funding using the SSC approval process.

16 Skills for Life qualifications are general not vocational qualifications and once they have been accredited by Ofqual they then have to be approved for funding by the Skills Funding Agency. The qualifications listed in paragraph 11 will all be automatically approved for funding. To check the funding status of all qualifications, including Skills for Life, providers should refer to the Learning Aims Database (LAD).

17 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 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 the learning aim code starts with 100 we can automatically determine it is a qualification on the QCF or NQF (refer to paragraph 15).

### **Units of approved qualifications**

18 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.

19 However, 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.

20 From 2008/09 units of vocational programmes (for adults) are only eligible for funding if they are QCF accredited provision and have been part of the unit funding trials. However, within Adult Learner Responsive funding and Adult Safeguarded Learning an exception has been made for the units of the NQF Skills for Life qualifications and in 2010/11 the Skills Funding Agency 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.

[Annex 2 of this fact sheet explains how eligible units of the NQF Certificates in Adult Literacy, Adult Numeracy and ESOL Skills for Life should be recorded on the ILR for Adult Learner Responsive and Adult Safeguarded Learning in 2010/11.](#)

### **Skills for Life provision outside NQF/QCF (also referred to as ‘Non-NQF/QCF’ or ‘other provision’ or ‘non-approved provision’)**

21 The literacy, ESOL and numeracy provision outside the NQF and QCF, which is included in the definition of Skills for Life, is as follows:

- non-NQF/QCF 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

22 The Skills Funding Agency does not expect to fund any literacy, ESOL or numeracy provision at levels 1 and 2 that is not an NQF or QCF qualification. 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 NQF/QCF qualifications.

23 Pre-entry provision currently sits outside the NQF/QCF. It is important that Skills for Life non-NQF/QCF 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 NQF/QCF qualifications.

24 Non-NQF/QCF Pre-entry and Entry level learning aim codes however cannot be applied to awarding body accredited provision<sup>1</sup>; we have worked with awarding bodies to ensure that they are only developing and accrediting Entry-level provision on the NQF/QCF. So at Entry level, awarding bodies should only be offering the Certificates in Adult Literacy, Numeracy and ESOL Skills for Life or Functional Skills in English and Maths.

25 A review of non-NQF/QCF Skills for Life provision at pre-entry and entry level will be undertaken in 2010/11 to determine future eligibility for funding.

26 [Annex 3 of this fact sheet lists the codes that should be used for eligible Skills for Life non-NQF/QCF 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 NQF/QCF qualifications. Full details of these codes are also outlined in [Appendix H](#) to the [ILR Specification 2010/11](#).

### **Long Term Residential provision**

27 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 Skills Funding Agency and courses are recorded using a specific set of class codes. Please refer to section 7.11 of [Appendix H](#) of the ILR Specification for further details.

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<sup>1</sup> Awarding body accredited provision is that which has not been approved for inclusion on the NQF as listed in paragraph 11

## **Section Two: Individualised learner Record (ILR) fields that are essential for Skills for Life monitoring**

28 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 Skills Funding Agency to determine patterns of delivery and learner participation information.

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

29 The Skills for Life strategy includes provision from Pre-entry level to Level 2. All Entry level 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 (NQF) and Qualifications and Credit Framework (QCF) is divided into three stages or steps: Entry 1, Entry 2 and Entry 3.

30 The Skills Funding Agency 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.

31 For all learning aims funded by the Skills Funding Agency, 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 2010/11](#) for further information.

32 This field historically has a low completion rate, but is essential in helping the Skills Funding Agency accurately monitor Skills for Life participation and achievement volumes. 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.

33 Recording the achievement outcome grade 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 qualification. 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.

34 Recording the achievement outcome grade for the approved Certificate in Adult Literacy may be more difficult 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.

35 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.

36 Providers should also record learners' Entry-level achievement grade (Entry 1, Entry 2 or Entry 3) for their non-NQF/QCF provision to enable the Skills Funding Agency to report more accurately on Skills for Life participation.

### **Measuring the take up and participation of Skills for Life provision**

37 Any ILR field which helps provide more relevant information on Skills for Life and participation should be completed accurately and in-line with any revised guidance contained in the [ILR specification for 2010/11](#). These include the following ILR fields:

#### **Field L24 – Country of Domicile**

38 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 2009, 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**

39 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)

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

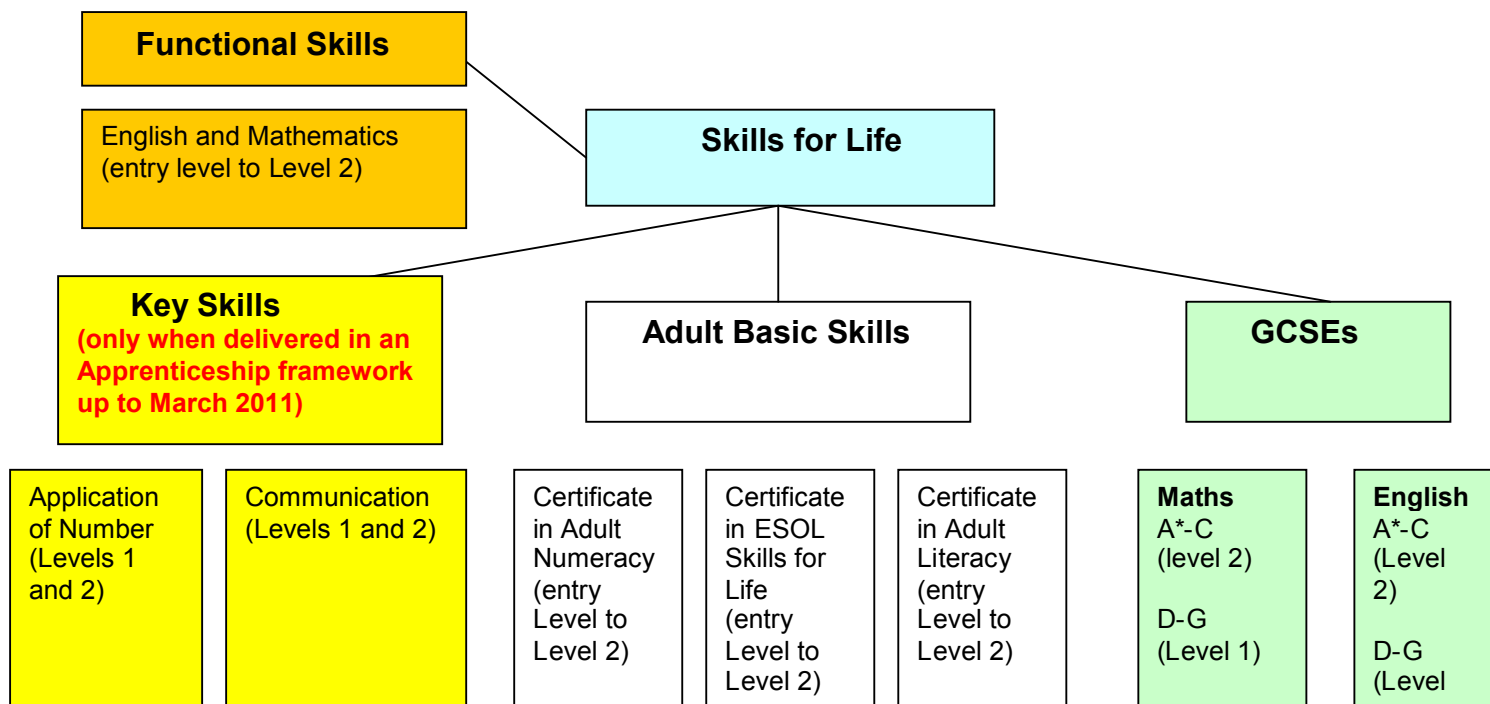
41 The LAD holds data on all learning aims, funded and non-funded. For each learning aim, it holds the information required for calculating funding and all the valid learning aim references to enable providers to produce the ILR.

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

- the **programme weighting** each Skills for Life learning aims is funded at. For further information on Skills for Life please refer to the appropriate programme funding guidance:  
<http://skillsfundingagency.bis.gov.uk/providers/programmes/>
- the **Skills for Life type**; this is a field which is populated for Skills for Life provision only 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 Data Service and is used for internal Skills Funding Agency data analysis purposes, for example, to help calculate Skills for Life learner participation volumes. It is also used to help separate Skills for Life provision into literacy, ESOL and numeracy learning aims

43 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 counted to the original Skills for Life **2010** PSA target from 2001 up to July 2010. **This flag does not show the provision that contributes to the previous Government's Leitch targets.**

**Skills for Life NQF Qualifications eligible for funding in 2010/11**



## Recording units of approved Skills for Life qualifications from 2010/11

All of the tables in Annex 2 and Annex 3 show the class codes available from 2010/11 and shows whether each code is available for learners aged 19 and over, through the following funding streams:

- provision not funded by the Skills Funding Agency (including ESF funded provision)
- provision funded in the Adult Learner Responsive (ALR) stream of demand-led funding
- provision funded in the Employer Responsive (ER) stream of demand-led funding
- Adult Safeguarded Learning (ASL) provision

In 2010/11 the following codes should be used to record eligible units of the NQF 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	Adult Learner Responsive	Employer Responsive	Adult Safeguarded Learning
ZUNAEESO	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	Yes	No	Yes
ZUNA1ESO	Unitisation (approved external qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	Yes	No	Yes
ZUNA2ESO	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - ESOL	Yes	Yes	No	Yes

## Literacy

## Availability by provision

Code	Title	Non-funded	Adult Learner Responsive	Employer Responsive	Adult Safeguarded Learning
ZUNAEELIT	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	Yes	No	Yes
ZUNA1LIT	Unitisation (approved external qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	Yes	No	Yes
ZUNA2LIT	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - Literacy	Yes	Yes	No	Yes

## Numeracy

## Availability by provision

Code	Title	Non-funded	Adult Learner Responsive	Employer Responsive	Adult Safeguarded Learning
ZUNAENUM	Unitisation (approved external qualification) Entry Level, Preparation for Life and Work (SSA 14), PW F – Numeracy	Yes	Yes	No	Yes
ZUNA1NUM	Unitisation (approved external	Yes	Yes	No	Yes

	qualification) Level 1, Preparation for Life and Work (SSA 14), PW F - Numeracy				
ZUNA2NUM	Unitisation (approved external qualification) Level 2, Preparation for Life and Work (SSA 14), PW F - Numeracy	Yes	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 QCDA has informed the Skills Funding Agency this is the only awarding body who has had units of the approved Certificate in Adult Numeracy separately accredited.

**Skills for Life provision not accredited to the National Qualifications Framework (NQF) or Qualifications and Credit framework (QCF) (also referred to as ‘other provision’ or ‘non-approved’)**

From 2010/11 the following codes are used to record eligible non-NQF/QCF Skills for Life provision. These are only available at pre-entry and entry level because non-NQF/QCF level 1 and 2 provision is not eligible for funding as Skills for Life.

For full details of the class codes to be used for provision that is not on the NQF or QCF, including class codes for OCN provision please refer to [Appendix H of the ILR specification](#).

<b>Code</b>	<b>Title</b>	<b>Non-funded</b>	<b>Adult Learner Responsive</b>	<b>Employer Responsive</b>	<b>Adult Safeguarded Learning</b>
CBSP0001	Basic Literacy Course, Pre-entry Level	Yes	Yes	No	Yes
CBSP0002	Basic ESOL Course, Pre-entry Level	Yes	Yes	No	Yes
CBSP0003	Basic Numeracy Course, Pre-entry Level	Yes	Yes	No	Yes
CBSE0001	Basic Literacy Course, Entry Level	Yes	Yes	No	Yes
CBSE0002	Basic ESOL Course, Entry Level	Yes	Yes	No	Yes
CBSE0003	Basic Numeracy Course, Entry Level	Yes	Yes	No	Yes

**Open College Network (OCN) Skills for Life provision**

The following codes are for OCN Skills for Life provision, that is not on the NQF or QCF. 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.

<b>Code</b>	<b>Title</b>	<b>Non-funded</b>	<b>Adult LR</b>	<b>ER</b>	<b>ASL</b>
CNBSE001	Open College Network Basic Literacy Course, Entry Level	Yes	Yes	No	Yes
CNBSE002	Open College Network Basic ESOL Course, Entry Level	Yes	Yes	No	Yes
CNBSE003	Open College Network Basic Numeracy Course, Entry Level	Yes	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 provision that are not on the NQF or QCF has been restricted to Adult Safeguarded Learning (ASL) funded provision and non-Skills Funding Agency funded provision only. In 2010/11 the following code should only be used to record units of literacy, numeracy or ESOL Entry-level provision that is not on the NQF or QCF where it is delivered and funded through ASL or non-Skills Funding Agency funding 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.

<b>Code</b>	<b>Title</b>	<b>Non-funded</b>	<b>16-18 LR</b>	<b>Adult LR</b>	<b>ER</b>	<b>ASL</b>
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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