

# Skills Funding Agency

## Policy Summaries 2010/11

December 2009

Version 1

These policy summaries form part of Skills Funding Agency **Operational Guidance** for 2010/11.

They are aimed primarily at Account Management Teams but will be a useful reference tool for all staff.

Internal document

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**To note:** policy contacts are provided for each policy area (normally colleagues based centrally). Functional and delivery responsibility sits with Divisional Leads: Jill Lowery on ALR; Paul Holme on ER and Mike Bell on ESF and programmes for the unemployed.

## EMPLOYER RESPONSIVE

Name of policy or programme	<b>Train to Gain</b>
Brief description of policy or programme including target group	<ul style="list-style-type: none"> <li>• Train to Gain is a service for employers that helps them to improve their productivity by developing the skills of their workforce. The service provides employers with a skills diagnostic service and enables employers to access a wide range of skills support, including level 1, 2 and 3, Skills for Life qualifications and higher level skills.</li> </ul>
Priorities or critical areas of focus that Account Managers and providers need to know	<ul style="list-style-type: none"> <li>• Train to Gain is refocusing its priorities for the 2010/11 academic year, as described in <i>Skills for Growth</i> - the national skills strategy and the Skills Investment Strategy.             <ul style="list-style-type: none"> <li>• Continuing to fully fund level 2s and level 3s for specific groups.</li> <li>• Ensuring collection of employer co-funding for full level 2s; level 3s and level 4s outside of entitlements.</li> <li>• Rebasing funding rates.</li> <li>• Increasing focus on specific priority sectors, particularly those identified within <i>New Industry, New Jobs</i>, as well as other identified high growth sectors.</li> <li>• Introducing a joint investment scheme with the Sector Skills Council network.</li> <li>• Ceasing funding flexibilities for SMEs to access fully funded modules and short qualifications.</li> <li>• Addressing areas of skills shortage to support the work of the Migration Advisory Committee.</li> </ul> </li> </ul>
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> <li>• Train to Gain's planned full budget for 2010/11 is £983 million. This includes funding for Business Link (£37m) and Leadership and Management Advisory Service (c£28m)</li> <li>• Funding will be allocated to providers via an agreed, nationally consistent, process which is due to commence in February 2010.</li> <li>• For 2010/11, funding will be moved away from poor provision via use of the Minimum Levels of Performance mechanism.</li> </ul>
Links to further information	<ul style="list-style-type: none"> <li>• <i>Skills for Growth</i> – the national skills strategy, the <i>Skills Investment Strategy</i> and <i>New Industry, New Jobs</i> are all available on the BIS website at <a href="http://www.bis.gov.uk">www.bis.gov.uk</a>.</li> <li>• The current data source for internal Train to Gain reporting is the Tactical Reporting Solution (TRS). This will either be retained or will be incorporated as part of the Single Account Management system.</li> </ul>
Name of national policy lead	<ul style="list-style-type: none"> <li>• Sharon Gray – Employer Skills Services</li> </ul>
Links to further information	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Name of policy or programme</b>	<b>Train to Gain – Leadership and Management</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The Leadership and Management Advisory Service (LMAS) was procured in the spring of 2008 for a 3 year period commencing 01 August 2008.</li> <li>• Each of the nine English regions has a specific deliverer of the Service, described as the ‘Specialist Organisation’, with whom it has a contract. The region is therefore responsible for the management and performance of their Specialist Organisation.</li> <li>• The programme is primarily targeted at the key leader within businesses with between 5 and 249 FTE employees.</li> <li>• LMAS has three benefits for each leader: <ul style="list-style-type: none"> <li>○ An initial skills diagnostic is undertaken from which a Personal Development Plan is co-created by the leader and LMAS.</li> <li>○ The leader undertakes one or more leadership and management (L&amp;M) development activities indicated on their Personal Development Plan. Each business can benefit from up to £1,000 of grant support, of which the first £500 shall not require match funding and must benefit the key leader. The remaining grant must be match funded, as cash not in kind, by the employer and could be used to support other managers within the business or the same individual if that is what the business needs.</li> <li>○ A follow up discussion with the leader takes place after the development has been undertaken and includes an automatic referral to the regional Business Link.</li> </ul> </li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• To ensure the service is employer led, the choice of provider with which to undertake the actual L&amp;M development activity is that of the leader. It does not need to be a Skills Funding Agency contracted provider. Providers of L&amp;M development activities are paid directly by the business which is then reimbursed by the regional LMAS.</li> <li>• Several regions have also procured additional leadership and management activity funded by the European Social Fund (ESF) or from Regional Development Agency (RDA) funds alongside the LMAS.</li> <li>• <i>Skills for Growth</i> confirmed BIS commitment to LMAS. The strategy also confirmed that LMAS will be further integrated into Business Link, as contracts allow.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• The nine regional Leadership and Management Advisory Services were procured by LSC open and competitive tendering. The majority of successful tenderers were Business Links.</li> <li>• LMAS is an element of the overall Train to Gain offer but has a discrete annual delivery budget at national and regional level.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Sharon Gray – Employer Skills Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

Name of policy or programme	<b>Apprenticeships</b>
Brief description of policy or programme including target group	<ul style="list-style-type: none"> <li>• The National Apprenticeship Service was launched in April 2009 to work with both the Departments for Business, Innovation and Skills (BIS) and Children, Schools and Families (DCSF) to drive forward the Government's ambition for Apprenticeships. The NAS has total responsibility for the delivery of Apprenticeships including advising employers, engaging with learner organisations, providing funding for Apprenticeship training and a web based Apprenticeship vacancies system. This system enables individuals to search and apply for live vacancies and allows employers, and their training providers to advertise their vacancies to a wide range of interested applicants. The NAS' key objective is to create a significant growth in the number of employers offering Apprenticeships. <ul style="list-style-type: none"> <li>○ The Apprenticeship programme enables young people and adults to work with an employer while developing their occupational competence.</li> <li>○ It offers employers a means by which they can improve the Skills of their workforce. Apprenticeships have formed the central pillar of the Governments latest skills strategy.</li> <li>○ The National Apprenticeship Service has overall responsibility for the overall programme and its funding, and provider management is undertaken by the Skills Funding Agency on its behalf.</li> <li>○ The programme is available to learners of all ages, and funding is split between 16-18, 19-24 and 25+ age groups.</li> <li>○ From 2010/11, there will be a new focus on those aged 19-30 undertaking a Level 3 Apprenticeship.</li> </ul> </li> </ul>
Priorities or critical areas of focus that Account Managers and providers need to know	<ul style="list-style-type: none"> <li>• An apprentice must be employed and therefore is dependent on the support of an employer.</li> <li>• Priority learner groups include those aged 16-18 (working towards achieving 1 in 5 of all 16-18 year olds undertaking and Apprenticeship. A new extended priority group for those aged 19-30 as part of the Governments ambition to create a new technician class.</li> <li>• All public sector procurement is likely in the future going to require organisations to set out how they will recruit and train employees in an Apprenticeship.</li> <li>• Nationally, NAS has <b>seven</b> initial priority sectors. These are: <ul style="list-style-type: none"> <li>a. Public sector (particularly, Health, Education, Central and Local government)</li> <li>b. Logistics sector</li> <li>c. Financial Service sector</li> <li>d. Creative and Cultural sector</li> <li>e. Environmental technology (inc low carbon)</li> <li>f. IT</li> <li>g. Retail</li> </ul> </li> </ul>
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> <li>• For young people, Local Authorities have the commissioning lead for all young people. The National Apprenticeship Service will agree regional procurement volumes for young people with each Regional Planning Group. These will reflect the Apprenticeship requirements identified by Local Authorities.</li> <li>• The Skills Funding Agency will secure Apprenticeship provision for young people and adults on behalf of the NAS.</li> <li>• Provider contracts will include regional delivery volumes, and while some flexibility within this may be available, this is likely to be restricted for 16-18 learners.</li> <li>• Funding will be provided based on expected carry-in requirements of existing learners, plus growth aligned to strategic priorities.</li> <li>• Apprenticeship procurement requirements will be communicated by the NAS to the Skills Funding Agency using an Apprenticeship Delivery Statement.</li> <li>• For young people, growth funding will be distributed based upon the agreed requirements of the nine Regional Planning Groups.</li> <li>• Performance management of providers will be undertaken by the Skills Funding Agency on behalf of the NAS. NAS will be responsible for programme management, funding policy and reporting to Ministers on delivery performance.</li> </ul>
Policy lead	<ul style="list-style-type: none"> <li>• Madeleine Durie - National Apprenticeship Service</li> </ul>
Links to further information	<ul style="list-style-type: none"> <li>• FE Funding Guidance</li> <li>• Priorities for Success 5</li> <li>• Apprenticeship Commissioning Requirements</li> </ul>

<b>Name of policy or programme</b>	<b>National Employer Service</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>The National Employer Service (NES) provides impartial, specialist advice on workforce development (including Apprenticeships, Train to Gain and Skills for Life) to national, multi-site employers with more than 5000 employees, supported by a range of funding options</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>NES aims to engage the 600 employers who employ more than 5000 people in the UK to enable them to access public funding to drive up economically valuable skills, and to support and influence government policy on skills</li> <li>NES challenges these employers on the scale and effectiveness of their accredited training and puts them in touch with each other to share best practice. If they wish to hold a direct funding contract for a minimum 200 learners or 10% of their workforce, NES trains them to build their capacity and expertise, and makes a financial contribution, through the contract, to the cost of their training, where it meets government priorities.</li> <li>NES offers personalised account management through a single point of contact with the LSC/ Skills Funding Agency. We aim to reduce complexity, simplifying the bureaucracy and paperwork while safeguarding public funds. We help employers navigate the skills system and find the partners and providers they need.</li> <li>NES works with large employers on behalf of the whole LSC/Skills Funding Agency, whatever the programme (apprenticeships, Train to Gain, Skills for Life, IES, Skills pledge). Colleagues are asked to refer any enquiries from large employers to <a href="mailto:tammie.howarth@lsc.gov.uk">tammie.howarth@lsc.gov.uk</a></li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>Normal DLF for direct contracts for Apprenticeships, Train to Gain/Skills for Life</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Hilary Chadwick – National Employer Service</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>NES commissioning plan to be updated early Dec</li> <li><a href="http://nationalempleyersonline.org.uk">http://nationalempleyersonline.org.uk</a></li> <li>Contact: <a href="mailto:tammie.howarth@lsc.gov.uk">tammie.howarth@lsc.gov.uk</a></li> </ul>

<b>Name of policy or programme</b>	<b>Specialisation</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>To create a specialist system which is FE focused on employability and progression of learners.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li><b>National Skills Academies</b> are employer led organisations shaping provision to meet employer needs. They are working closely with providers to deliver the best specialist provision required for their industry. NSAs carry out negotiations with regional colleagues during the commissioning process to establish the levels of funding supporting this policy area.</li> <li><b>Training Quality Standard (TQS)</b> is the standard set to demonstrate excellence in delivering skills solutions to employers. It also allows providers to demonstrate their excellence in a number of sector fields through the achievement of Part Bs. It is a voluntary standard at present, but increasingly those providers who achieve are performing far better than those who have not achieved.</li> <li>Raising awareness with employers of what specialist providers have to offer and stimulating demand.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>No funding is allocated – negotiations take place between regions and NSAs to discuss levels of funding supporting the sector.</li> <li>No funding allocated against TQS – voluntary standard within the commissioning process.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Sharon Gray/Michele Roberts, Employer Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>Specialisation Team site provides further information</li> </ul>

<b>Name of policy or programme</b>	<b>Skills Pledge</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• This policy is aimed at engaging employers in supporting and investing in the skills of all of their workforce. Employers and organisations make a whole-organisation commitment – from the top down – to train and develop their staff. Support will be provided by Business Link Advisers and National Employer Service</li> <li>• The minimum skills pledge commitment is for basic skills and a first full Level 2 for the entire workforce (this is the core pledge). Employers and/or organisations can pledge to train and develop their staff beyond the core, for example Level 3/4, management and development and Apprenticeships. Business Link Advisers or National Employer Service will support employers in accessing public funding and linking to training providers, as appropriate.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• The Skills Pledge may be a driver and an entry point for Train to Gain , or it may be an outcome of employer engagement through Train to Gain or through any other employer engagement interface.</li> <li>• Whilst we do not have a Skills Pledge target we have an aspiration for 8 million employees to be covered by the Skills Pledge by March 2010. Currently (September 2009) we are ahead of projection and have over 7million people covered by the Skills Pledge</li> <li>• In the medium term, success will focus on the progress that employers are making towards implementing their Skills Pledge commitment as demonstrated through case studies and evaluation.</li> <li>• Skills Pledge employers will have completed a diagnostic and developed an action plan for their skills needs. They will benefit from provider support in meeting these needs to enable them to deliver their skills pledge commitment).</li> <li>• We are also working with colleagues across the LSC to align the Skills Pledge with other national policies, for example Joint Investment Frameworks, Sector Compacts, Local Employer Partnerships and National Apprenticeship Service</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gail Bailey, Employer Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• LSC In our Hands Website</li> </ul>

DN: Policy still being developed – this document sets out initial thinking so will need to be updated before publication

Name of policy or programme	Prioritisation
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• New Industry New Jobs prioritisation – important to respond now to the skills needs required for economic recovery.</li> <li>• Britain needs to retain and develop strength in areas where have an advantage and where growth is anticipated – broad range of sectors, driven by science and technology and high skills and creativity. Need ‘value for money’ – assess benefits of government investment in advance (e.g. increased productivity, faster growth etc).</li> <li>• Target group – employer responsive and adult learner responsive.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Prioritisation is driven by a number of different activities:               <ul style="list-style-type: none"> <li>○ The process - UKCES national strategic skills audit due in January 2010 – this will inform National Framework of Priorities (BIS) and provide a framework for the Regional Skills Strategies – to be fully in place. More of the skills budget will be focussed on newly identified areas and those that contribute towards driving growth. Ultimately, it must be demand from businesses and learners that shapes our understanding of these strategic priorities.</li> <li>○ New Industry New Jobs - work underway by Sectors Team on the SIC code / qualification list approaches to defining New Industry New Job activity.</li> <li>○ Employment growth sectors identified in the Skills Strategy. Priorities for increased funding include life sciences, digital media and technology, advanced manufacturing, engineering construction and low carbon.</li> <li>○ Work underway on funding QCF activity and implications of re-directing funding to priority areas from lower priority work – and how prioritisation could be implemented. [?]</li> <li>○ Will continue to refine understanding of where the opportunities will be for the UK to grow in output and employment over time.[?]</li> </ul> </li> <li>• <i>[From SIS – “The Skills Funding Agency will publish an annual list of priority qualifications to which they will give funding priority” – DN – need to clarify reference – are these just SSC approved qualifications or are they about prioritisation?]</i></li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Normal DLF process in employer and learner responsive budgets (expect focus in 2010/11 to be through employer responsive activity).</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Sharon Gray – Employer Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• UKCES national strategic skills audit (due Jan 2010)</li> <li>• New Industry New jobs (April 2009)</li> <li>• Skills Strategy 2009 (Skills for Growth)</li> <li>• Skills Investment Strategy 2009</li> </ul>

## ADULT LEARNER RESPONSIVE

<b>Name of policy or programme</b>	<b>Adult Safeguarded Learning (ASL) supporting Informal Adult Learning (IAL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• ASL is the term for the funding of 'learning for personal fulfilment, civic participation and community development' that is achieved via four main programme elements: <ul style="list-style-type: none"> <li>○ personal and community development learning (PCDL)</li> <li>○ wider family learning (WFL);</li> <li>○ neighbourhood learning in deprived communities (NLDC); and</li> <li>○ family literacy, language and numeracy (FLLN);</li> </ul> </li> <li>• Within the overarching principle of general access to ASL provision, the aim is to concentrate some of this discrete budget on those who: <ul style="list-style-type: none"> <li>○ need help most</li> <li>○ lost out at school or</li> <li>○ would not otherwise be able to afford the cost of a course.</li> </ul> </li> <li>• ASL is increasingly being referred to as Informal Adult Learning. The White Paper, <i>The Learning Revolution</i>, published in March 2009, signalled a series of funding and policy reforms which are being implemented from 2011/12; in 2010/11 however the funding and delivery of ASL/IAL will remain largely in steady state.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• ASL funding is to be used to support the design and delivery of a wide range of high-quality opportunities in every geographical area. The intention is to widen participation in this type of learning and, in particular, to focus some of the activity specifically on deprived areas and disadvantaged groups.</li> <li>• Ministers will need to see the reach and impact of this discrete budget and so care should be taken to ensure that the discrete budget is properly applied to this area of so-called informal adult learning (IAL) and provider data on participation is properly returned</li> </ul>
<b>Basis on which funding has been allocated to providers</b>  (i.e. through normal DLF process, through an open and competitive process?)	<ul style="list-style-type: none"> <li>• The funding should be allocated to the same timetable as ALR funding but as a block grant. Funding to support ASL in 2010/11 is not expected to be allocated on a significantly different basis to that of the previous years.</li> <li>• While at a national level there are nominal budget amounts set against each of the four components within Adult Safeguarded Learning, providers have some funding flexibility across the four components when constructing their ASL offer.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Adult Safeguarded Learning is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009. Please refer to the following link; <a href="http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution">http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution</a></li> <li>• The ASL Intranet page can be found at: <a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a></li> </ul>

<b>Name of policy or programme</b>	<b>Family Literacy, Language and Numeracy (FLLN) within Adult Safeguarded Learning (ASL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Family literacy, language and numeracy (FLLN) is part of Adult Safeguarded Learning (ASL).</li> <li>• Family literacy, language and numeracy is based on Skills for Life provision and contributes to LSC priorities and Public Service Agreement (PSA) targets. Family literacy, language and numeracy provision should involve progression.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Family literacy, language and numeracy programmes are designed for those with Skills for Life needs and aim to improve: <ul style="list-style-type: none"> <li>○ the literacy, language and numeracy skills of parents</li> <li>○ parents' ability to help their children and</li> <li>○ children's acquisition of literacy, language and numeracy skills.</li> </ul> </li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• The funding should be allocated to the same timetable as ALR but is not formula funded. Funding to support Adult Safeguarded Learning (ASL) Programmes is not expected to be allocated on a significantly different basis to that of the previous years.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Adult Safeguarded Learning is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009. Please refer to the following links;  <a href="http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution">http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution</a>  <a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a></li> </ul>

<b>Name of policy or programme</b>	<b>Neighbourhood Learning in Deprived Communities (NLDC) within Adult Safeguarded Learning (ASL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Neighbourhood learning in deprived communities (NLDC) is part of ASL.</li> <li>• The delivery of NLDC activity is strongly focused in areas of deprivation as measured by the Index of Deprivation and on working with and through the Third Sector.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• NLDC can include activity to build capacity to deliver learning in disadvantaged neighbourhoods.</li> <li>• Up to 75 per cent of NLDC funding may be focused on Skills for Jobs activity within the target group.</li> <li>• It aims to: <ul style="list-style-type: none"> <li>○ broaden and improve the quality of the learning provider base. This includes the development of small and/or voluntary, community and faith organisations</li> <li>○ improve the local environment through the provision of learning in programmes to promote both neighbourhood and civil renewal and active citizenship skills</li> <li>○ deliver pre-employment support and training to enable adults to move into sustained employment.</li> </ul> </li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• The funding should be allocated to the same timetable as ALR but is not formula funded. Funding to support Adult Safeguarded Learning (ASL) Programmes is not expected to be allocated on a significantly different basis to that of the previous years.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Adult Safeguarded Learning is covered by the policy set out in the White Paper ‘The Learning Revolution’ published in March 2009. Please refer to the following links; <ul style="list-style-type: none"> <li><a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a></li> </ul> </li> <li>• The Adult Safeguarded Learning Intranet page can be found at: <ul style="list-style-type: none"> <li><a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a></li> </ul> </li> </ul>

<b>Name of policy or programme</b>	<b>Wider Family Learning (WFL) within Adult Safeguarded Learning (ASL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Wider Family Learning programmes are specifically designed to enable adults and children to learn together and/or enable parents/carers to learn how to support their children's learning by: <ul style="list-style-type: none"> <li>○ developing the skills or knowledge of both the adult and child participants and</li> <li>○ helping parents/carers to be more active in the support of their children's learning and development and to understand the impact of that support.</li> </ul> </li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Family programmes aim to encourage family members to learn together, as or within a family. Suitable programmes will include opportunities for inter-generational learning and, wherever possible, lead both adults and children to pursue further learning. The term 'family' may be interpreted to include a wider range of adults than simply parents (to include carers and grandparents) and children participating together.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• The funding should be allocated to the same timetable as ALR but is not formula funded. Funding to support Adult Safeguarded Learning (ASL) Programmes is not expected to be allocated on a significantly different basis to that of the previous years.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble - Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Adult Safeguarded Learning is covered by the policy set out in the White Paper 'The Learning Revolution' published in March 2009. Please refer to the following link;  <a href="http://www.dius.gov.uk/skills/engaging_learners/informal_adult_learning/white_paper">http://www.dius.gov.uk/skills/engaging_learners/informal_adult_learning/white_paper</a>  <a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a> </li> </ul>

<b>Name of policy or programme</b>	<b>Personal &amp; Community Development Learning (PCDL) within Adult Safeguarded Learning (ASL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Personal and community development learning (PCDL) funding is one of the four elements of Adult Safeguarded Learning (ASL).</li> <li>• Within the overarching principle of general access to ASL provision, the aim is to concentrate some of this budget on those who: <ul style="list-style-type: none"> <li>○ need help most</li> <li>○ lost out at school; or</li> <li>○ would not otherwise be able to afford the cost of a course</li> </ul> </li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Personal and community development learning is described as learning for personal development, cultural enrichment, intellectual or creative stimulation and for enjoyment. The learning is also developed with local residents and other learners to build the skills, knowledge and understanding for social and community action. There is no requirement that learners must necessarily progress to other learning or achieve accredited outcomes, but providers should have systems in place to signpost learners to further learning, as appropriate.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• The funding should be allocated to the same timetable as ALR but is not formula funded. Funding to support Adult Safeguarded Learning (ASL) Programmes is not expected to be allocated on a significantly different basis to that of the previous years.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
<b>Links to further information</b> (i.e. funding guidance or supporting documentation)	<ul style="list-style-type: none"> <li>• Adult Safeguarded Learning is covered by the policy set out in the White Paper ‘The Learning Revolution’ published in March 2009. Please refer to the following links; <ul style="list-style-type: none"> <li><a href="http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution">http://lsc.gov.uk/whatwedo/adultlearner/learningrevolution</a></li> <li><a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a></li> </ul> </li> </ul>

<b>Name of policy or programme</b>	<b>Formal First Step Learning</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Formal First Step Learning is described as a short episode of learning designed as a planned, initial entry point into learning for more vulnerable learners. The short episode (which could be a QCF unit at entry level or level 1) is designed to build their confidence and support their planned progression into a longer (often pre-level 2) formal learning pathway. As such, formal first step learning is part of the Foundation Learning Curriculum.</li> <li>• Informal Adult Learning (IAL), which is learning supported through the Adult Safeguarded Budget, may also provide a similar, initial entry point back into learning for some adults, but progression from an Informal Adult Learning course into a formal learning programme is not a necessary outcome of IAL. Formal first step learning, on the other hand, is funded through the Adult Learner Responsive Budget with the express intention of providing a formal progression route.</li> <li>• In summary, Formal First Step provision aims to: <ul style="list-style-type: none"> <li>○ enthuse and build the confidence of learners who are returning to learning (particularly at Entry and Level 1) to progress to and achieve Skills for Life and Level 2/3 qualification outcomes; and</li> <li>○ continue to support the re-engagement of learners within the context of social inclusion.</li> </ul> </li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Learner progression to further, formal learning (including progression pathways within Foundation Learning) is an intended outcome.</li> <li>• Not all First Step Learning can be described as formal learning within the context of the QCF. As such, providers may offer short episodes of formal first step learning outside the QCF unit structure, depending on the needs of the individual adult learner. However, formal first step provision is intended to be a single, short episode of learning, typically 10 guided learning hours or fewer.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Funding to support the inclusion of Formal First Step Learning within a provider's offer, where appropriate, should be accommodated from within the provider's ALR allocation, but not on a formula funded basis.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Further information on Adult Safeguarded Learning can be found on the Intranet page at:  <a href="http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm">http://www.lsc.gov.uk/providers/Data/datadictionary/businessdefinitions/Adult+Safeguarded+Learning+(ASL).htm</a> </li> </ul>

<b>Name of policy or programme</b>	<b>Adult Foundation Learning</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>▪ Adult Foundation Learning Curriculum (19+), formerly referred to as the Foundation Learning Tier, will begin to take shape in 2010/11. Foundation learning is used to describe the range of provision and learning at entry level and level 1; specifically it refers to units and qualifications at entry level and level 1 of the Qualifications and Credit Framework (QCF).</li> <li>▪ It looks to support progression for learners at entry and level 1 by way of considering all the needs of learners and developing a personalised learning programme. Good information and advice and initial assessment are key to this.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>▪ Adult Foundation Learning Curriculum should be used to help learners and their learning providers construct personalised learning programmes that will consider their learning and skills gaps in the following three skill sets: <ol style="list-style-type: none"> <li>1 Functional skills in English, Mathematics and ICT;</li> <li>2 Vocational training;</li> <li>3 Personal and social development skills.</li> </ol> </li> <li>▪ The personalised learning programme needs to recognise that adult learners will have a range of starting points and ambitions, some may easily progress with a short intervention whilst other may require a fuller programme.</li> <li>▪ It is, therefore, not mandatory for adults to follow an element from each of these 3 skills sets, but only those which are appropriate. This may mean they only need follow, for example, an adult basic skills qualification in numeracy. This is different to young peoples Foundation Learning where all 3 elements are required.</li> <li>▪ Foundation Learning will also include Learners with Learning Difficulties and Disabilities (LLDD) where the same flexible approach will be applied whereby programmes will be tailored to take account of the needs of individuals learners drawing from the same three elements of functional skills, vocational training and personal and social development, with the intention of developing the employability of learners with LDD or the skills associated with independent living.</li> <li>▪ It is intended that Adult Foundation Learning curriculum becomes centred on qualifications and units on the QCF. The current list of qualifications that are on the QCF and therefore eligible for delivery under foundation learning are outlined on the Foundation Learning Qualifications catalogue. However, whilst there are already many PSD and vocational level 1 qualifications and units, there are some delays in getting all relevant qualifications accredited to the QCF. For example Functional Skills in Maths, English and ICT and the Skills for Life Certificates in Adult Literacy, Numeracy and ESOL Skills for Life. The SFA will continue to fund such provision until it becomes available on the QCF.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>▪ Funding for Foundation Learning follows mains stream budgets - the Adult Learner Responsive and Employer Responsive.</li> <li>▪ The Foundation Learning budget line in ALR only covers qualifications and units at level 1 and entry level in vocational and Personal and Social Development (PSD) provision. This is because SfL provision has its own discreet budget line, although all SfL provision at level 1 and below is part of Foundation Learning curriculum</li> <li>▪ The Foundation Learning budget line in ER only covers level 1 vocational qualifications. This is because PSD is not fundable through ER and SfL provision has its own discreet budget line in ER, although all SfL provision at level 1 and below delivered through ER is part of Foundation Learning curriculum</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>▪ Ann Jones – Learner Services</li> </ul>
<b>Links to further information</b>	<p><b>LSC Foundation Learning Website</b>  <a href="#">Foundation Learning Tier Interim Guidance</a>  <a href="#">Foundation Learning Qualification Catalogue</a>: lists qualifications currently accredited onto the QCF and confirmed as appropriate and eligible for use within a Foundation Learning programme.</p>

<b>Name of policy or programme</b>	<b>The Offenders' Learning and Skills Service (OLASS)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>To improve the quality and quantity of learning and skills and information and advise provision to offenders in custody (public sector prisons) and those serving their sentence in the community in England</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<p><b><u>Custody</u></b></p> <ul style="list-style-type: none"> <li>Funding holdback of 5% for achievement</li> <li>Virtual campus development and rollout</li> <li>MIAP learner Plan rollout</li> <li>Transfer from CIAS to AACS service</li> <li>QCF developments</li> </ul> <p><b><u>Comments</u></b></p> <ul style="list-style-type: none"> <li>Alignment with IES strategies (Skills Accounts, Skills Health Check etc)</li> <li>Relationship Management with Probation Areas/Trusts</li> <li>Data Matching/Sharing Protocols.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>Through an open and competitive tendering process for custody and through normal allocations process for those on community sentences.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Sue O'Hara, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li><a href="https://olass.lsc.gov.uk/">https://olass.lsc.gov.uk/</a></li> </ul>

## PROGRAMMES FOR THE UNEMPLOYED

<b>Name of policy or programme</b>	<b>Training offer for those individuals reaching 6 months of unemployment [the 6 month offer]</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Programme is targeted at people who have reached the six month stage of their Jobseekers Allowance (JSA) claim with Jobcentre Plus (JCP) and who are aged 19 and above (including those JSA claimants fast tracked to this point).</li> <li>• The programme is aimed at those who require a significant intervention in order to overcome their skills based barriers to sustainable employment. Although the provision can and should contain elements of employment support such as help with job search, the main focus of the content should be on the vocational skills required to provide a significant uplift in the learners skills, making them more marketable to potential recruiting employers and delivering a foundation for future career progression</li> <li>• Training delivered must prepare individuals for real employment opportunities within the labour market, through both current vacancies and future job opportunities and will be characterised by the following:</li> <li>• Programmes are flexible and responsive to individual's circumstances, offering, for example, multiple start dates, continuous provision throughout the year, roll on roll off delivery, part-time and full-time options;</li> <li>• Programmes are focused on their employment-related skills needs and aimed at achieving a job and moving customers towards the achievement of a full Level 2 or Level 3 qualification.</li> <li>• Training activity reflects current local job opportunities and projected labour market demand and provides the opportunity for individuals to refresh skills in a sector, or begin the work of retraining for a new sector;</li> <li>• Individuals have long-term goals to move participants into sustainable employment by progressing their development in the workplace through a continuation of training funded through the Employer Responsive (ER) or Adult Learner Responsive (ALR) funding streams depending on employment status.</li> <li>• Outputs of the programme: Skills and/or qualifications that contribute towards the achievement of a Level 2 or Level 3 qualification; a job outcome with continuation of the training started under this offer.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• This is for those who are able to start working towards a Level 2 or Level 3 qualification and who need a significant skills intervention to up-skill or re-skill.</li> <li>• FE Colleges can recruit to the programme directly but confirmation of eligibility must be given by JCP for F/T learners.</li> <li>• Programme can be delivered on both a full and part time basis. JCP District Managers have the discretion to agree full time training placements for up to 8 weeks where the relevance to local labour markets is agreed.</li> <li>• This programme at present is limited to FE college delivery for a number of reasons: To ensure the breadth of vocational areas providing progression opportunities, to encourage FE colleges to focus their methods of delivery on the priority needs of the unemployed and to ensure a joined up approach across a number of funding streams to give a seamless development programme for the individual (6MO, ALR, TtG)</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Funding allocated to FE colleges following the submission of expressions of interest, on a negotiated basis.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gareth Thomas, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Programmes for the Unemployed website – <a href="http://www.eft.lsc.gov.uk">www.eft.lsc.gov.uk</a></li> </ul>

Name of policy or programme	<b>Response to Redundancy (R2R)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Programme is targeted to support people under consultation or notice of redundancy, people recently made redundant and the longer term unemployed who are close to the labour market.</li> <li>• The key focus of the programme is the provision of vocational training activity aimed at delivering the skills needed by recruiting employers. Training programmes should be designed to help those closest to the workforce to tailor their existing skills to the needs of the current local labour market in a specific recruiting sector. This may involve updating or accrediting skills in a sector where they have previous experience or, where that sector is not recruiting, it may mean building on a transferable skills base to make the individual more attractive to employers in a different or related sector. Provision will typically last between 2 and 8 weeks.</li> <li>• Programme outputs: Skills (not necessarily qualifications) to keep someone in work or to obtain a new job; a job outcome with continuation of training in the workplace.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Provision should be flexible and tailored to meet the needs of the local labour market and specific job opportunities.</li> <li>• Focus of the programme should be on short job focused skills delivery interventions of up to a maximum of eight weeks.</li> <li>• The provision should also include job search activities if required to support individual into work, but this should be embedded into a skills development programme.</li> <li>• This programme is ESF funded and matched with ER Train to Gain funding. It is £100m in total over 2 years to end in December 2010.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Open and Competitive Tender (Restricted to those providers who are in receipt of ER funding, or who have successfully registered on the QPF)</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gareth Thomas, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Programmes for the Unemployed website – <a href="http://www.eft.lsc.gov.uk">www.eft.lsc.gov.uk</a></li> </ul>

<b>Name of policy or programme</b>	<b>Employability Skills Programme (ESP)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The programme is aimed at all Jobcentre Plus customers aged 18 and above with basic skills needs.</li> <li>• Basic skills delivery is embedded in the delivery of generic employability skills such as time-keeping, communicating at work, reliability etc.</li> <li>• Participants are expected to normally undertake 2 qualifications during their time on the Programme.</li> <li>• Outputs of programme include: Basic literacy/ESOL and numeracy qualifications at all levels from Entry Level 1 to Level 2; employability qualifications at Entry Levels 2 and 3 and level 1; job outcomes where possible for some participants.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Programme is specifically for Jobcentre Plus customers and referrals must come from JCP.</li> <li>• The provision offer is available on a roll-on/ roll-off basis throughout the year.</li> <li>• Participation can be full or part-time. Full time learners can receive a Training Allowance (benefit plus a training premium) that provides access to JCP funded support for travel and childcare costs.</li> <li>• Jobseekers can access this provision from Day 1 of their claim</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Open and Competitive Tender with contracts extended for up to 3 years</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gareth Thomas, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Programmes for the Unemployed website – <a href="http://www.eft.lsc.gov.uk">www.eft.lsc.gov.uk</a></li> </ul>

<b>Name of policy or programme</b>	<b>Young Person’s Guarantee – Work Focused Training</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Programme will support 18-24year olds, referred by JCP, who have reached the 39 week stage of their Jobseekers Allowance Claim.</li> <li>• The programme is part of a wider YPG package which comprises four strands – Routes into Work (pre employment training element is LSC funded), Community Task Force and Future Jobs Fund (DWP funded). The Work Focused Training Element is for those young people who require significant re-skilling or up-skilling before they will be able to move into work.</li> <li>• The provision will focus on delivery of at least an initial 13 weeks of training and may continue to be up to 26 weeks in total. The training is designed to support younger people to move closer to the labour market and will provide a mix of soft/employability skills and more vocational provision aimed at delivering economically valuable qualifications (Level 2/Level 3) in relevant employment sectors.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Referrals to the programme are made by Jobcentre Plus</li> <li>• It is expected that around 40% of individuals will continue training into the second 13 week period. The programme length will be agreed at the outset by the provider and the JCP adviser, following initial assessment by the provider.</li> <li>• Jobcentre Plus will pay the training allowance (including a training premium) and travel and childcare for participants.</li> <li>• Providers will need to establish good working relationships with their local JCP. Where possible this should be at adviser level</li> <li>• Providers will need to work closely with JCP to agree the relevant sectors and occupations on which to focus training</li> <li>• The timely reporting of data is crucial for the success of this programme, and reporting to DWP and the Prime Minister’s office</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Invitation to bid restricted to ER providers. National coverage of the offer across the whole of England is essential</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gareth Thomas, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Programmes for the Unemployed website – <a href="http://www.eft.lsc.gov.uk">www.eft.lsc.gov.uk</a></li> </ul>

<b>Name of policy or programme</b>	<b>Young Person's Guarantee – Routes into Work</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Routes into Work is one of four strands of the YPG. The others are Work Focused Training (LSC Funded), Future Jobs Fund and Community Task Force (DWP funded).</li> <li>• The Routes into Work offer includes a recruitment subsidy of £1000 (payable to employers recruiting eligible candidates) as well as the provision of pre-employment training based on Sector Employability Toolkits, developed by the Sector Skills Council's with employers. The training is in nationally agreed sectors with current vacancies. This initially includes, Retail Hospitality, Leisure, Tourism, Travel, Facilities Management and Security, with further sectors to be added from April 2010.</li> <li>• Programme will support 18-24year old's, referred by JCP, who have reached the 39 week stage of their Jobseekers Allowance Claim.</li> <li>• The take up of RiW pre-employment training is on a voluntary basis until March 2010. From April 2010 taking up one option of the Guarantee will become mandatory for JSA claimants aged 18 – 24 before they reach the 12 month stage of their claim.</li> <li>• The training can be up to eight weeks in length and can include generic/employability skills if requested by a recruiting employer as well as careers advice if appropriate.</li> <li>• Delivery is on a full time basis, with JCP paying Travel and Childcare.</li> <li>• Employers can choose to claim the recruitment subsidy without the pre-employment training should they so wish</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Referrals to the programme are made by Jobcentre Plus</li> <li>• Jobcentre Plus will support clients with travel and childcare payments as appropriate and participants will be placed onto a training allowance</li> <li>• Providers will need to establish good working relationships with their local JCP and employers</li> <li>• SSC's will work to support providers delivering the programme</li> <li>• High level of scrutiny of data by DWP and the Prime Minister's Delivery Unit, meaning the timely reporting of data is crucial.</li> <li>• As this forms part of a guarantee, geographical coverage across all of England is required.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Invitation to Bid, restricted to ER providers.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Gareth Thomas, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Programmes for the Unemployed – <a href="http://www.eft.lsc.gov.uk">www.eft.lsc.gov.uk</a></li> </ul>

## LEARNER SUPPORT

<b>Name of policy or programme</b>	<b>Professional and Career Development Loans</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The Professional and Career Development Loans programme is a nationally delivered scheme (one of a suite of learner support schemes aimed at adults).</li> <li>• Key points relating to the programme are:             <ul style="list-style-type: none"> <li>○ A deferred repayment bank loan that can be used by a learner to support learning or training that enhances job skills are career prospects.</li> <li>○ Like any bank loan the learner will have to repay the money they have borrowed, but the LSC will pay the interest on the loan while they are learning up to a maximum of 2 years.</li> <li>○ Learners can borrow between £300 and £10,000</li> <li>○ Learners must be aged 18 years or over at the point of application</li> <li>○ Learner must fulfil the banks lending criteria to be eligible for the loan and other scheme criteria including residency.</li> </ul> </li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Professional and Career Development Loans are an enhancement of the long standing Career Development Loans scheme. They are intended to support a broad range of employment related learning up to and including post graduate study.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Professional and Career Development Loans are nationally administered.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Claire Mycock, Learner Support</li> </ul>
<b>Links to further information</b>	<p> <a href="http://www.lsc.gov.uk/whatwedo/adultlearner/pcdl.htm">http://www.lsc.gov.uk/whatwedo/adultlearner/pcdl.htm</a>  <a href="http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/CareerDevelopmentLoans/index.htm">http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/CareerDevelopmentLoans/index.htm</a> </p>

<b>Name of policy or programme</b>	<b>Adult Learning Grant</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The Adult Learning Grant is as nationally administered scheme (one of a suite of learner support schemes aimed at adults).</li> <li>• Adult Learning Grant provides income assessed support of up to £30 per week to adults (aged 19 plus) who are studying full time for their first full Level 2 or Level 3 qualification. Individuals must meet the scheme criteria around eligible learning (450 guided learning hours; full Level 2 or 3 course); income and residency.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Adult Learning Grant aims to encourage adult learners to participate in learning; to stay in learning; and to progress and achieve their first full Level 2 or first full Level 3 qualification.</li> <li>• It is targeted at low income, low skilled adults (aged 19 and over)</li> <li>• Adult Learning Grant is intended to support provision delivered via the Learner Responsive funding model. Provision delivered via the Employer Responsive funding model is not eligible for support.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Adult Learning Grant is a nationally administered scheme.</li> </ul>
<b>Policy lead</b>	Claire Mycock, Young People's Learning Division, Learner Support
<b>Links to further information</b>	<a href="http://readingroom.lsc.gov.uk/lsc/National/Adult_Learning_Grant_Guidance_2009-10.pdf">http://readingroom.lsc.gov.uk/lsc/National/Adult_Learning_Grant_Guidance_2009-10.pdf</a>

<b>Name of policy or programme</b>	<b>Free Childcare for Training and Learning for Work</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Free Childcare for Training and Learning for Work is a nationally administered scheme (one of a suite of learner support schemes aimed at adults).</li> <li>• Free Childcare for Training and Learning for Work supports adults (aged 20 years and over) by paying for childcare and travel costs while they are undertaking learning leading to work.</li> <li>• The aim of the scheme is to encourage the non-working parent within a low income family to participate in learning or training that will help lead them into sustainable employment.</li> <li>• The scheme will pay childcare (and transport) costs of up to £175 per child per week (up to £215 per child per week in London).</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Free Childcare for Training and Learning for Work is targeted at families on a low income, where one parent works over 16 hours per week and the other is out of work but looking to take up learning that will lead them into sustainable employment.</li> <li>• The applicant must have had a household income of £20,000 or below in the previous tax year.</li> <li>• The scheme is designed to address a gap in funding for childcare for families who are unable to access the childcare element of working tax credit.</li> <li>• The learner can undertake any LSC-funded course (at level 3 or below) that is agreed with their Learning Provider as being part of a progression route into sustainable employment.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Free Childcare for Training and Learning for Work is a nationally administered scheme.</li> <li>• If applications are assessed as eligible and the applicant takes up the learning or training the costs of childcare are paid directly to the chosen Ofsted registered childcare provider.</li> </ul>
<b>Policy lead</b>	Claire Mycock, Young People's Learning Division, Learner Support
<b>Links to further information</b>	<a href="http://www.lsc.gov.uk/providers/moneytolearn/childcaretraininglearning/">http://www.lsc.gov.uk/providers/moneytolearn/childcaretraininglearning/</a>

<b>Name of policy or programme</b>	<b>Adult Education Bursaries</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>▪ AEB is a discrete scheme which enables long (and more recently, short) term residential provision at a select number of specialist colleges. Aimed at adults 19 and over.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Improving Adult Skills</li> <li>• Tackling the social exclusion agenda</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Funding goes from LSC to the Residential Colleges Committee who disburse the funds to the 5 current participating providers in the scheme</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Claire Mycock, Learner Support</li> </ul>

<b>Name of policy or programme</b>	<b>Isles of Scilly Boarding Allowance</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Pays travel and lodging allowance for 16-18 learners from Isles of Scilly who need to access the mainland for post-16 provision as there is none on the islands.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Meeting the needs of young people</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Currently funding allocated by local LSC to Isles of Scilly Local Authority who process payments to learners.</li> <li>• Post MOG – funding will go from Learner Support Directorate in YPLA to Isles of Scilly Local Authority</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Claire Mycock, Director of Adult Learner Support, Learner Support Directorate</li> </ul>

<b>Name of policy or programme</b>	<b>Discretionary Learner Support</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Provides hardship and childcare financial support for learners youth and adult, who would otherwise not be able to participate in learning</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Meeting the needs of young people</li> <li>• Improving adult skills</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Currently allocated via regional and local LSCs to providers on the basis of a national allocations funding model – however regions do not have to use the allocations model. Funds then spent at providers' discretion in line with LSC Guidance and Requirements</li> <li>• Post MOG – propose to allocate directly to providers from Learner Support Directorate within YPLA using national</li> </ul>

	allocations model
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Claire Mycock, Director of Adult Learner Support, Learner Support Directorate</li> </ul>
<b>Links to further information</b>	<a href="http://lsf.lsc.gov.uk/">http://lsf.lsc.gov.uk/</a>

<b>Name of policy or programme</b>	<b>Sixth Form College Childcare Scheme</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>Provides financial support for childcare for those parents studying at a school sixth form or sixth form college</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>Improving Adult Skills</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>Funding paid directly to childcare providers</li> <li>Funding for associated travel element paid to learning providers who reimburse the learner</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Claire Mycock, Director of Adult Learner Support, Learner Support Directorate</li> </ul>
<b>Links to further information</b>	<a href="http://www.direct.gov.uk/moneytolearn">www.direct.gov.uk/moneytolearn</a>

<b>Name of policy or programme</b>	<b>Residential Support Scheme</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Provides financial support with accommodation costs for those learners needing to live away from home to study because their course is not available locally. All learners 16+</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Meeting the Needs of Young People</li> <li>• Improving Adult Skills</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Funding paid to learning providers who pass this on to landlords and accommodation providers in respect of individual learners</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Claire Mycock, Director of Adult Learner Support, Learner Support Directorate</li> </ul>
<b>Links to further information</b>	<a href="http://studyingaway.lsc.gov.uk/">http://studyingaway.lsc.gov.uk/</a>

## CROSS-CUTTING – PROVISION AND QUALITY

Name of policy or programme	<b>The Adult Entitlement</b>
Brief description of policy or programme including target group	<ul style="list-style-type: none"> <li>• The Learning and Skills Act (2000), was amended by the Education and Skills Act 2008, and creates a new <b>legal</b> entitlement for eligible adults aged 19 and over, to access a course of study leading to certain accredited qualifications (identified in the Act as ‘specified qualifications’) <b>free of tuition fees</b>.</li> <li>• The so-called legal entitlement is divided into four qualification categories and eligibility for the Adult Entitlement, in one or more of the four categories, depends on whether an individual has <b>yet to achieve</b> the equivalent of:             <ul style="list-style-type: none"> <li>○ a Level 1 Literacy qualification;</li> <li>○ an Entry Level 3 Numeracy qualification;</li> <li>○ a full Level 2 qualification; or</li> <li>○ a full Level 3 qualification.</li> </ul> </li> <li>• The list of ‘specified qualifications’ within scope of the Adult Entitlement is published and regularly updated by the LSC and can be found at <a href="https://www.lsc.gov.uk/providers/adultentitlement/">https://www.lsc.gov.uk/providers/adultentitlement/</a></li> <li>• Please note that the Adult Entitlement at level 2 is limited to vocational qualifications and eligibility for the Adult Entitlement at level 3 is limited to adults aged between 19 and 25 years.</li> </ul>
Priorities or critical areas of focus that Account Managers and providers need to know	<ul style="list-style-type: none"> <li>• The legal entitlement means that eligible adults have the <b>guarantee</b> of a course place ‘which is suitable to their requirements.’ However, this does not necessarily mean that the course place has to be available with immediate effect or with a particular learning provider, since the legislation acknowledges that the provision itself needs to be ‘of a quantity sufficient to meet the <i>reasonable</i> needs of individuals.’</li> <li>• The new legal entitlement came into force in time for the 2009/2010 academic year, (i.e. from August 2009). The Apprenticeships, Skills, Children and Learning Act 2009, when enacted, will automatically transfer the duty to provide these legal entitlements for eligible adults to the Skills Funding Agency.</li> <li>• Eligibility entitles the individual to access a course that, on successful completion, leads to the award of one or more of the specified qualifications in these categories <b>without having to pay tuition fees</b> (see above link).</li> <li>• In addition to the waving of tuition fees, eligible adults accessing their entitlement to a course of study which leads to one of the specified <b>Literacy or Numeracy qualifications</b> <i>will not have to pay any fees that relate to awarding body assessment, testing or certification costs</i>.</li> <li>• However, awarding body fees <b>are</b> payable by eligible adults accessing their entitlement to a full Level 2 vocational qualification or a full Level 3 qualification.</li> <li>• NB: The Skills Investment Strategy 2010-11 allows for a wider range of qualifications than those in the list of specified qualifications which may be accessed free of tuition fees by eligible adults, these include:             <ul style="list-style-type: none"> <li>○ eligible skills for life qualifications</li> <li>○ other first full level 2 qualifications (i.e. not just first full level 2 vocational qualifications)</li> <li>○ access to a first, full level 3 qualification where the individual does not have a first full level 2 but is capable of achieving a first full level 3 (so-called level 3 jumper)</li> </ul> </li> </ul>
Policy lead	<ul style="list-style-type: none"> <li>• Jon Gamble – Learner Services</li> </ul>
Links to further information	The Adult Entitlement web link can be found at: <a href="http://www.lsc.gov.uk/adultentitlement">http://www.lsc.gov.uk/adultentitlement</a>

<b>Name of policy or programme</b>	<b>Framework for Excellence (FfE)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The FfE is the Government's performance assessment framework for further education colleges and post-16 education and training providers. It:</li> <li>• provides robust and timely information on the performance of post-16 providers</li> <li>• will provide commissioners and funders of provision with consistent and comparable data</li> <li>• will give learners, parents, carers, careers teachers and advisers, employers and skills brokers information to make informed choices</li> <li>• will drive up quality by setting out clear and measurable standards of excellence</li> <li>• provides evidence to inform, policy, planning, and funding</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• FfE is formed of a set of key performance indicators (PIs), covering success rates, the views of learners and employers, learner destinations and finance</li> <li>• It currently applies to all FE provision funded by the LSC (16-18, employer responsive or learner responsive funding streams) – except higher education institutions delivering further education; university of industry; central government department or organisations reporting directly to them; non- departmental government bodies</li> <li>• From 2010, subject to successful piloting, FfE will be applied to all schools with sixth forms</li> <li>• The FfE links directly to the National Commissioning Framework and is part of the key set of tools account managers will use in their monitoring of providers.</li> <li>• Implementation of the FfE, including participation in the Learner and Employer Views surveys, is a contractual requirement. Therefore colleges and providers need to be aware of, and implement, its operational requirements.</li> <li>• FfE scores and grades for each of the PIs are produced annually. 2009 results for each provider are accessible through the Provider Gateway (PG). The results for 2010, which will be produced in May/June, 2010 will also be accessible on the PG.</li> <li>• Ofsted use FfE outcomes to schedule their inspection cycle and to inform their inspection judgements</li> <li>• Providers should be using FfE outcomes as evidence in the self-assessment reports that they will be uploading to the PG by end December 2009.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Christine Doubleday, Provider Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Intranet with guidance documents for staff: <a href="https://newintranet.lsc.gov.uk/corporate/fpp/structure/FrameworkExcellenceQualityAssurance/ffestructure/Pages/index.aspx">https://newintranet.lsc.gov.uk/corporate/fpp/structure/FrameworkExcellenceQualityAssurance/ffestructure/Pages/index.aspx</a></li> <li>• Externally facing website with links to public documents: <a href="http://ffe.lsc.gov.uk">http://ffe.lsc.gov.uk</a></li> </ul>

Name of policy or programme	<b>Skills for Life (literacy, English for speakers of Other Languages (ESOL) and numeracy)</b>
Brief description of policy or programme including target group	<ul style="list-style-type: none"> <li>Skills for Life (SfL) is the Government's 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 – see separate summary) and numeracy provision. In particular it aims to improve the skills of hard to reach groups such as those who are unemployed, low skilled and in employment, offenders and other groups at risk of social exclusion.</li> </ul>
Priorities or critical areas of focus that Account Managers and providers need to know	<ul style="list-style-type: none"> <li>The Skills Funding Agency funds all levels of SfL provision from pre-entry to level 2. However, the funding of SfL programmes has changed from 2010/11. Only Numeracy provision at entry level is funded at the higher programme weighting of 1.4, this is to prioritise the delivery of numeracy provision which is required to meet the challenging numeracy agenda. All other SfL provision will be funded at 1.2 programme weighting.</li> <li><b>Numeracy:</b> The numeracy target is particularly challenging, due to the greater identified need for numeracy skills in the population and less qualifications at entry level 3 that can contribute towards it. To counter this provider's should ensure they offer numeracy initial assessments to their literacy and ESOL learners and provide appropriate provision where necessary. Providers should note the higher level of funding available for numeracy provision and look to develop support and tutors to meet the increased demand.</li> <li><b>Embedded:</b> Research by the National Research and Development Centre (NRDC) highlighted the increased retention and success rates that embedding Skills for Life qualifications into vocational qualifications can achieve, particularly at levels 1 and 2. Providers should promote the use of high quality embedded delivery.</li> <li><b>Functional Skills</b> in English and Mathematics are new qualifications (that fall within the Skills for Life suite of provision) that will replace Key Skills in Application of Number and Communication from August 2010. Functional Skills qualifications still have to be accredited onto to QCF and this is unlikely to be until 2012, the LSC/Skills Funding Agency will continue to fund them in the interim. A decision will be made in March 2010 as to whether the Functional Skills will replace the Certificates in Adult Literacy and Numeracy. Functional Skills in English will not replace the Certificate in ESOL Skills for Life. These SfL certificates are also not accredited on to the QCF, however the LSC/Skills Funding Agency will continue to fund them until a decision is made about their replacement.</li> </ul>
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> <li>Skills for Life programmes can be delivered and funded through all Skills Funding Agency budgets, including Adult Learner Responsive, Employer Responsive (within Train to Gain, Employability Skills Programme, Apprenticeships), PCDL and ESF. Additional programmes/projects for Skills for Life are also funded separately such as Family Literacy, Language and Numeracy (FLLN).</li> </ul>
Policy lead	<ul style="list-style-type: none"> <li>Ann Jones, Learner Services</li> </ul>
Links to further information	<ul style="list-style-type: none"> <li><a href="#">Skills for Life: Changing Lives Strategy</a></li> <li><a href="#">Functional Skills Website</a></li> <li><a href="#">LSC Funding Guidance: Principles, Rules &amp; Regulations and Funding Rates</a></li> <li><a href="#">Fact Sheet 8: Delivering embedded literacy, language (ESOL) and numeracy in post-16 vocational programmes</a></li> <li><a href="#">Fact Sheet 9 – Recording Skills for Life provision</a></li> </ul>

<b>Name of policy or programme</b>	<b>English for Speakers of Other Languages (ESOL)</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• ESOL forms part of the Skills for Life strategy, alongside literacy and numeracy, whose aim is to widen participation and help to upskill those with the lowest skill levels.</li> <li>• Increasingly ESOL provision has received separate attention from ministers due to the huge implications good English language skills has on social and economic agendas.</li> <li>• <i>A New Approach to ESOL</i> was launched in May 2009. It aims to prioritise ESOL funding to those who form part of the many settled communities in England and migrants who are committed to staying in the UK. Many of these individuals are not currently engaging with or progressing in English language learning and currently learners' access ESOL provision on a first come, first served basis, with some individuals constantly at the back of, or not even in, the queue.</li> <li>• The new approach gives local authorities the lead role to bring local partners together and assess what ESOL provision and services are required in their locality and develop an ESOL action plan that notes the changes required.</li> <li>• These local plans should consider not just LSC/Skills Funding Agency funded ESOL but all local funding sources that can be utilised to provide a more locally co-ordinated and planned approach to ESOL services and provision.</li> <li>• The Skills Funding Agency funds all levels of SfL provision from pre-entry to level 2. However, the funding of SfL programmes has changed from 2010/11. Only Numeracy provision at entry level is funded at the higher programme weighting of 1.4, this is to prioritise the delivery of numeracy provision which is required to meet the challenging numeracy agenda. All ESOL provision will therefore attract 1.2 programme weighting</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• The Skills Funding Agency needs to support local authorities in developing these local plans and implementing changes to current ESOL provision. This could result in an increase in pre-entry and entry level provision, change the way provision is delivered - where it is delivered, ie more community based; when, ie in the evenings or weekends; how, ie short intense provision.</li> <li>• The Skills Funding Agency needs to ensure providers make these changes to their provision in line with any locally agreed ESOL action plans.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• ESOL funding has been allocated on historic volumes of funding. It is an area BIS has asked the LSC/Skills Funding Agency to review as some geographic areas have received large numbers of migrants in the last 5 years or so which has not been adequately reflected in our funding allocations.</li> <li>• In addition BIS has asked that the Skills Funding Agency to consider removing funding from providers who do not or cannot support local ESOL action plans, and redistribute to those who can.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Ann Jones, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.dius.gov.uk/~media/publications/E/esol_new_approach">http://www.dius.gov.uk/~media/publications/E/esol_new_approach</a></li> <li>• First document setting out the strategy</li> <li>• <a href="http://www.dius.gov.uk/~media/publications/I/implementing-the-new-approach-to-esol">http://www.dius.gov.uk/~media/publications/I/implementing-the-new-approach-to-esol</a></li> <li>• Support document setting out how it practically works and who needs to do what</li> </ul>

<b>Name of policy or programme</b>	<b>European Social Fund</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The European Social Fund (ESF) programme establishes the national priorities for spending ESF money in line with the Lisbon agenda and the Government's employment and skills strategies. ESF provides additional investment to support and enhance Skills Funding Agency priorities, to enable those at a disadvantage to approach, access and benefit from employment and skills opportunities.</li> <li>• ESF contributes to sustainable economic growth and social inclusion by extending employment opportunities and by developing a skilled and adaptable workforce. In particular, ESF targets: people without basic skills and with no or low qualifications; young people not in education, employment or training (NEET) or at risk of becoming NEET; people aged over 50; ethnic minorities; lone parents; and other disadvantaged groups.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Skills Funding Agency Account Directors will have overall responsibility for ESF. Planning, commissioning, procurement, and management of contracts and Co-financing Plan performance will be integrated into Skills Funding Agency functions. The Skills Funding Agency will also operate as a shared service for the YPLA and Local Authorities (LA).</li> <li>• For adults, ESF will secure programmes for the unemployed and economically inactive, particularly providing support for those affected by the economic downturn, such as Response to Redundancy (R2R). ESF will also contribute additional and enhanced provision to mainstream programmes such as Train to Gain and Apprenticeships.</li> <li>• For young people, ESF will focus on those under 19 in jobs without training, securing provision of individually tailored packages of education and support to engage such learners. ESF will also enable provision for specific groups of disadvantaged young people (particularly NEET), narrowing the attainment gaps between advantaged and disadvantaged young people.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• Approximately £200m of annual ESF provision is procured through open and competitive tendering (OCT) on a three year cycle. However, the Skills Funding Agency may also take advantage of EU flexibilities to allocate funding where, in the case of grants, standard rates of unit cost are used.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Julie Hobbins, Provider Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• <a href="#">ESF website for England</a></li> <li>• <a href="#">ESF Operational Programme 2007-13</a></li> <li>• <a href="#">LSC ESF intranet</a> (and subsequent Skills Funding Agency equivalent)</li> </ul>

<b>Name of policy or programme</b>	<b>Qualifications and Credit Framework (QCF) Implementation</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The QCF is a new framework for recognising and accrediting qualifications built on units and credits. It supports greater flexibility and responsiveness through credit accumulation and transfer.</li> <li>• The QCF is a central platform of the LSC and in the future the Skills Funding Agency and the key to delivering the demand led post 19 further education skills system.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• From August 2010 it is the intention that Skills Funding Agency focuses funding solely on QCF provision and supports the widest use of the QCF service Layer by providers and Awarding Organisations</li> <li>• 2009/10 will be a mixed economy of NQF and QCF publicly funded qualifications during which time providers should put in place plans for more significant change</li> <li>• QCF units and qualifications will become the preferred provision offered through the LSC/ Skills Funding Agency post-19 delivery programmes: Train to Gain, Offender Learning and Skills Service, Adult Learner Responsive, and Pre-Employment Training from August 2009; and Apprenticeships, and National Employer Service from August 2010.</li> <li>• To support these aims key messages that providers need to understand are: <ul style="list-style-type: none"> <li>○ There will be no dramatic change to the funding methodology in 2009/10. Unit funding trials will continue and LSC will support unit by unit delivery of qualifications.</li> <li>○ We now have interim QCF definitions of Target bearing (full) Level 2 and Level 3 qualifications as identified by the relevant SSC.</li> <li>○ The LSC/ Skills Funding Agency will be taking responsibility for identifying which qualifications to fund from January 2010 seeking the advice of SSCs/SBs/SSBs</li> <li>○ LSC are currently developing a new performance measure, a Credit Success Rate (CSR) to sit alongside the Qualification Success Rates (QSR) to provide a more holistic measure of provider performance</li> <li>○ LSC are undertaking work on business systems and processes, including the LAD, to ensure it better alignment to the QCF.</li> </ul> </li> <li>• A service is being developed – Service Layer – to collect QCF achievement data on behalf of learners from Awarding Organisations and to make it available to learners, learning providers and advisers from September 2010. Access to QCF achievement data for learners will be through the MIAP Personal Learner Record. Providers and advisers will play a key role in: <ul style="list-style-type: none"> <li>• Assigning and validating ULN for learners and including the ULN in data submitted to AOs</li> <li>• Assisting learners access and interpret information provided by the QCF SL, including the facility for routes to achievement and credit accumulation and transfer. <ul style="list-style-type: none"> <li>○ A transitional solution of the service layer is already available</li> </ul> </li> </ul> </li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Janet Ryland, QCF Implementation team, Learner Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• <a href="http://readingroom.lsc.gov.uk/lsc/national/nat-lsc_qcf_policy3-jul09.pdf">http://readingroom.lsc.gov.uk/lsc/national/nat-lsc_qcf_policy3-jul09.pdf</a></li> <li>• The next issue of the policy update will be published in November 2009</li> </ul>

<b>Name of policy or programme</b>	<b>Qualify with a Business</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• Announced in the 2009 skills strategy (<i>Skills for Growth</i>, chapter 4, paragraphs 12 -15). The aim is to enable FE learners to do vocational training at a college which includes key business skills so they are both qualified in a vocational area and ready to run a business.</li> <li>• Information and support on self employment and business start up would also be available from Business Link with opportunities to meet small business owners and self employed individuals, and signposting to relevant financial support and incubation facilities.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• Currently (November 2009) the implementation of this policy is being discussed with BIS and stakeholders so details of how this will operate in 2010/11 are still to be agreed.</li> <li>• We are exploring how existing units covering self-employment might be included, through rules of combination, as part of vocational qualifications – this could form part of the qualifications and credits framework pilots.</li> <li>• Closer working between colleges and regional development agencies in to ensure appropriate engagement with and support from Business Link is envisaged. BIS think this is likely to be focused in Yorkshire and Humberside, East Midlands and London but this is still to be confirmed. It may be that closer working with RDAs is piloted with selected colleges in these regions – the relevant regional skills directors and senior account directors will be involved at an early stage.</li> <li>• All colleges should be encouraged to work with their Regional Development Agencies to develop stronger partnerships with those providing business support locally and to sign-post learners interested in self employment or starting a business towards the support available locally (which may be from Enterprise Agencies or local authorities too).</li> <li>• BIS is working with Enterprise UK and the Learning and Skills Improvement Service to promote the dissemination of effective current practise in this area.</li> </ul>
<b>Basis on which funding has been allocated to providers</b>	<ul style="list-style-type: none"> <li>• No additional or separate funding for this activity is envisaged for colleges – it will be delivered as part of the activity supported by the adult responsive budget and is expected to form a part of vocational qualifications.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Sharon Gray, Employer Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• To be confirmed</li> </ul>

## CROSS CUTTING - SERVICES

Name of policy or programme	Skills Accounts
Brief description of policy or programme including target group	<ul style="list-style-type: none"> <li>• Skills for Growth – The national skills strategy includes a commitment to:</li> <li>• ‘ <i>Introduce skills accounts for every learner, to put learner’s choice at the forefront of driving improvement and quality in the skill system and ensure that more people train at the best institutions</i> ’</li> <li>• Skills Accounts are designed to engage and empower people to learn, increasing demand for learning and making it easier for individuals to choose the training they need.</li> <li>• All adult learners are eligible to open a Skills Account although during the trial they are being introduced into regions on a rolling basis. Plans are in hand to test Skills Accounts with specific groups of learners including OLASS and LLDD.</li> <li>• The adult advancement and careers service (aacs) will play a key role in supporting Skills Accounts. Through a Skills Account an individual can access and store personalised information about their aims, eligibility and achievements.</li> <li>• Increasingly Skills Accounts are supporting the Integrating Employment and Skills (IES) agenda by providing individuals with the opportunity to develop their skills and improve their chances of moving into sustainable employment.</li> </ul>
Priorities or critical areas of focus that Account Managers and providers need to know	<ul style="list-style-type: none"> <li>• Skills for Growth (SfG) – makes it clear that in time Skills Accounts will be available through ‘1500 training institutions’ – therefore we can expect all LSC / Skills Funding Agency funded providers to have an interest in the policy</li> <li>• Skills Accounts are integral to the development of the next stage of demand-led funding which will increasingly reward high performing providers</li> <li>• Skills Accounts is a customer facing service which relies on the support of providers, nextstep and the CAS to operate effectively</li> <li>• The ALR providers currently offering Skills Accounts are volunteers, but this will need to be reviewed if we are to achieve the new targets for provider engagement</li> <li>• Skills Accounts are becoming increasingly integral to the delivery of IES programmes particularly ESP and YPG</li> <li>• SfG also sets out that SA are to be offered to TTG and apprenticeships</li> <li>• All young people will be offered a Skills Account when they turn 19</li> <li>• Early feedback from learners has been positive, particularly from those on IES programmes</li> </ul>
Basis on which funding has been allocated to providers	<ul style="list-style-type: none"> <li>• Money does not flow through a Skills Accounts. To avoid the issues encountered with ILAs Skills Accounts promote greater choice by providing the learner with access to a comprehensive range of services including a course finder facility and access to eligibility checks. Money is allocated to providers through the LSC’s normal business processes.</li> <li>• Skills Accounts are being used to test new entitlements for additional L3 learning and a new £500 entitlement for individuals in receipt of tax credits or with caring responsibilities. The regions involved in these trials have allocated money to providers who have volunteered to pilot Skills Accounts.</li> </ul>
Policy lead	<ul style="list-style-type: none"> <li>• Karen Riley, Learner Services</li> <li>• Jonathan Dalton, Learner Services</li> </ul>
Links to further information	<p><b>The Skills Account website</b>  <a href="https://www.direct.gov.uk/skillsaccounts">https://www.direct.gov.uk/skillsaccounts</a></p> <p><b>Guidance</b>  LSC external website: <a href="http://www.lsc.gov.uk/providers/skillsaccounts/">http://www.lsc.gov.uk/providers/skillsaccounts/</a>  This currently houses the provider FAQs and the Comms briefing note.  Campaign resource site: <a href="http://87.106.8.72/LSC/login.asp">http://87.106.8.72/LSC/login.asp</a>  This contains a poster, leaflet and presentation templates.</p>

<b>Name of policy or programme</b>	<b>Adult Advancement and Careers Service</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• As signalled in the response to Lord Leitch’s report, existing discrete advice services are being replaced with a universal adult advancement and careers service. The new service will be launched on 1 August 2010 with the advancement element becoming live in 2011.</li> <li>• The adult advancement and careers service will be a universal service providing personal, relevant advice on getting on in work and life, reflecting individual needs and situations. It will be available to all adults in England. Any adult aged 19 and over (or 18 and over for Jobcentre Plus clients or those in custody) will be able to access the service, and will receive personalised help and support. People, who require more intensive, ongoing support, will get that support on the basis of their need. As such, the service will need to work in close partnership with Jobcentre Plus for that client group.</li> <li>• The service will comprise: <ul style="list-style-type: none"> <li>○ a core offer of labour-market focused careers and skills information and advice delivered through three channels (web, telephone and face-to-face elements), enhancing and integrating existing services and operating under one brand name and</li> <li>○ local “no wrong door” networks that will join up advice services on a wide range of issues which can act as barriers to getting on in work and life.</li> </ul> </li> <li>• The core offer will provide – either through an adviser (face-to-face/phone) or self service (online): <ul style="list-style-type: none"> <li>○ professional information and advice on careers and skills</li> <li>○ access to up-to-date labour market information</li> <li>○ a personal skills assessment/audit</li> <li>○ access to real time information on courses</li> <li>○ referral to and from a wide range of relevant and specialist services and agencies and</li> <li>○ in time, may also offer automated course enrolment, either online or supported by an adviser (however, some adjustment may be required for offenders in custody).</li> </ul> </li> <li>• (available from 2011) The “no wrong door” networks will help people find the combination of advice that is right for them, reflecting the specific combination of barriers they may face in moving forwards in work and life. The networks will therefore bring together a wide range of services providing advice, including Citizens Advice, third sector organisations, housing associations, financial advisers, GPs and disability support services.</li> <li>• The core offer will be available to any adult through: <ul style="list-style-type: none"> <li>○ an online channel providing a personalised, end to end service. It will guide people to information and support that meets their individual needs, either accessible directly through the site or via trusted third party sites (e.g. Local Authorities, Jobcentre Plus, Connexions, Citizens Advice). It will also include interactive content and functionality – for example, the ability to generate a user account;</li> <li>○ a telephone helpline channel providing information and advice on careers, skills and learning opportunities; and</li> <li>○ a face-to-face channel providing information and advice on careers and skills. The service requirements that will apply are set out below.</li> </ul> </li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Louise Proctor (Head of the Advancement Service)</li> <li>• Learner Services Directorate</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li>• Guidance for the delivery of the new service is being developed and will be published when the contracts are let in February 2010 to enable preparatory work to begin with successful contractors from April 2010.</li> </ul>

## CROSS-CUTTING – OTHER

<b>Name of policy or programme</b>	<ul style="list-style-type: none"> <li>▪ <b>2009/10 Contracts</b></li> </ul>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>▪ Key features of 2009/10 contracts are set out below</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>▪ For the Skills Funding Agency and the Young Peoples Learning Agency, LSC contracts will just transfer across on the 1 April 2010.</li> <li>▪ For the Skills Funding Agency new contracts will be issued in May 2010</li> <li>▪ 2009/10 contracts have a stronger emphasis on performance and securing delivery</li> <li>▪ Performance will be managed against the financial year and the academic year. Management against the financial year is key.</li> <li>▪ In 2009/10 contracts, allocations was split 8 months/4 months to reflect the financial year/academic year split.</li> <li>▪ For ER where failure to deliver due to under performance has been identified, the LSC will vary the contract value down.</li> <li>▪ A more frequent monitoring of performance is necessary this year as the LSC will be less tolerant of under performance.</li> <li>▪ Allocations: on no account will the maximum contract value for a provider be exceeded.</li> <li>▪ The LSC is seeking to secure value for money from all of its providers across all funding streams</li> <li>▪ Providers are encouraged to submit their ILR data on time</li> <li>▪ It is important that providers understand that the agreed performance levels are adhered to, the LSC will not pay for provision that it has not been previously agreed.</li> <li>▪ For 2010/11 the SFA is seeking to contract only with the highest quality providers.</li> <li>▪ The SFA is also seeking to secure better value for money from its providers.</li> </ul>
<b>Name of national lead and directorate in which they are based</b>	<ul style="list-style-type: none"> <li>▪ John Smith – Finance (Contract Administration) for the Skills Funding Agency</li> <li>▪ Peter Newsom – Director of Finance for the YPLA</li> </ul>
<b>Links to further information</b>  (i.e. funding guidance or supporting documentation)	<p><a href="#">Contracting and Procurement website</a></p> <p><a href="#">Operational Guidance</a></p>

<b>Name of policy or programme</b>	<b>Single Equality Scheme</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>The Single Equality Scheme describes how the organisation meets its legal duties for promoting equality, and embeds equality within everything it does.</li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>All public bodies are responsible for meeting the public equality duties set out in legislation.</li> <li>The LSC's Single Equality Scheme applies until April 2010. The Skills Funding Agency is developing its approach to equality, and will provide more detailed guidance to Account Managers and providers when available.</li> <li>Meanwhile, to meet minimum legal duties, Account Managers should assure themselves that the providers they commission are compliant with all relevant legislation relating to gender, race, disability, sexual orientation, religion/belief, age and transgender equality, and the statutory codes of practice for education published by the Equality and Human Rights Commission.</li> <li>Regardless of whether individual providers are subject to the public duties, Account Managers must ensure that the provision we fund enables us to meet our own duties to: <ul style="list-style-type: none"> <li>promote equality of opportunity by race, gender and disability</li> <li>eliminate unlawful discrimination and harassment by race, gender and disability</li> <li>promote good relations between people of different racial groups</li> <li>promote positive attitudes towards disabled people</li> <li>encourage participation by disabled people in public life</li> <li>take steps to take account of people's disabilities, even where that involves treating disabled people more favourably than others.</li> </ul> </li> <li>Account managers should use commissioning arrangements and evidence-based monitoring to satisfy themselves that learning providers have policies and processes in place to ensure learners and potential learners from all groups have a fair and equal chance of access, success and progression. This is likely to include: <ul style="list-style-type: none"> <li>contractual and funding obligations regarding equality</li> <li>monitoring of participation and success data by gender, disability, learning difficulty, ethnicity and age</li> <li>progress judgements about the hardest to help learners where formal success rates are not appropriate</li> <li>agreed equality goals to address gaps</li> <li>other evidence such as inspection and self-assessment</li> </ul> </li> <li>All public bodies are required under existing equality legislation to assess all policies for their impacts on equality, both as they are developed and as they are evaluated. This includes decisions about funding.</li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>Christine Doubleday, Provider Services</li> </ul>
<b>Links to further information</b>	<ul style="list-style-type: none"> <li><a href="#">LSC Single Equality Scheme 2007-2010</a></li> <li><a href="#">Equality Impact Assessment framework, 2009</a></li> <li><a href="#">Equality and Diversity in Self-Assessment: guidance for colleges and providers</a></li> <li><a href="#">Single Equality Scheme review, June 2009</a></li> <li><a href="#">Equality and Human Rights Commission: Guidance for education providers</a></li> <li><a href="#">Equality and Human Rights Commission: Guidance for funders</a></li> </ul>

<b>Name of policy or programme</b>	<b>Third Sector Engagement</b>
<b>Brief description of policy or programme including target group</b>	<ul style="list-style-type: none"> <li>• The LSC values the contribution of the third sector to the learning and skills agenda, noting that this sector reaches further into disadvantaged groups and with higher achievement rates than other non third sector providers within these groups (see IFF research on our website <a href="http://www.lsc.gov.uk/thirdsector">www.lsc.gov.uk/thirdsector</a> )</li> <li>• The LSC policy is summed by the Working Together strategy, published in 2004, which articulates the Governments commitment to the third sector (as defined by the Treasury and comprising charities, voluntary organisations, social enterprises, co operatives, community interest groups and mutuals). This strategy is further enhanced by Working Together: Five years on published in March 2009, and a publication on the key issues in relation to the transfer to the YPLA and Skills Funding Agency for the third sector. All three documents can currently be found on <a href="http://www.lsc.gov.uk/thirdsector">www.lsc.gov.uk/thirdsector</a></li> <li>• The Skills Funding Agency will be bound by the Compact (the written agreement between Government and the third sector on the relationship between the two) – see <a href="http://www.the-compact.org.uk">www.the-compact.org.uk</a></li> </ul>
<b>Priorities or critical areas of focus that Account Managers and providers need to know</b>	<ul style="list-style-type: none"> <li>• The Skills Funding Agency design principles agreed in November 2008 include the commitment to involve the third sector and that they will have “easy access to funding”</li> <li>• The Compact offers guidance about a range of issues, and should be read and understood by all account managers working with the third sector.</li> <li>• The recognised provider representative for the sector is the Third Sector National Learning Alliance (<a href="http://www.tsnla.org.uk">www.tsnla.org.uk</a>)</li> <li>• There is a detailed account of the contribution of the third sector to LSC targets and priorities on the website (above) which is a research document produced by IFF</li> <li>• There is a third sector skills body called Skills – Third Sector, information can be found on the LSC website and <a href="http://www.skills-thirdsector.org.uk">www.skills-thirdsector.org.uk</a></li> </ul>
<b>Policy lead</b>	<ul style="list-style-type: none"> <li>• Cheryl Turner</li> </ul>
<b>Links to further information</b> (i.e. funding guidance or supporting documentation)	<ul style="list-style-type: none"> <li>• All of the documentation above is currently available on <a href="http://www.lsc.gov.uk/thirdsector">www.lsc.gov.uk/thirdsector</a></li> <li>• This will migrate to the YPLA website and an Skills Funding Agency website will hopefully take its place.</li> </ul>