



## Useful documents

**YPLA Funding Guidance 11/12** <http://www.ypla.gov.uk/publications/latest/Detail.htm?id=76ad61e9-5738-4f98-aa8a-fa91c99e1cff>

**Single ILR** <http://www.theia.org.uk/ilr/singleilr/>

Created by the YPLA and although aimed at 6<sup>th</sup> forms, the funding methodology and information within these two simple guides is the same for post-16 FL (unless stated otherwise)

**Funding guide** [http://readingroom.ypla.gov.uk/ypla/ypla-field\\_guide\\_to\\_sixth\\_form\\_funding\\_allocations-gn-may11-v1.pdf](http://readingroom.ypla.gov.uk/ypla/ypla-field_guide_to_sixth_form_funding_allocations-gn-may11-v1.pdf)

**Success rates guide** [http://readingroom.lsc.gov.uk/YPLA/ypla-Field\\_Guide\\_To\\_Sixth\\_Form\\_Success\\_Rates-gn-May11-v1.pdf](http://readingroom.lsc.gov.uk/YPLA/ypla-Field_Guide_To_Sixth_Form_Success_Rates-gn-May11-v1.pdf)

## Key messages

**Progression measures:** It is a good idea for providers to continue to measure the destination and progression of learners as it is anticipated that this measure will be re-introduced

**Work Experience:** For 11/12 there will be a fixed amount that providers will be able to claim for the cost of setting up the work experience placement. Providers will be issued with a code that will trigger a set amount of funding. This is not yet published and is expected in September 2011.

**Government implementation plan (Wolf):** This is due to be announced in December 2011

**Additional Learning Support (ALS):** Lower level claims will be given automatically. Providers will need to have transparent policies for ALS that will be open to scrutiny through audit demonstrating how the learner has been supported. The new 11/12 guidance makes it very clear. See ALS Costs form for higher level (over £5500) claims <http://www.ypla.gov.uk/publications/latest/Detail.htm?id=5453cb52-6731-4029-92b9-7c290f50c42f>

**Bursaries:** Providers must have a statement of how funds will be distributed to young people from the 1<sup>st</sup> August. This statement must be available to learners as it could affect learner choice.

**Weekly Funding:** This is now an integral part of FL and available to all providers (no longer need LA consent), although providers are warned not to become too reliant on this option as it could change in the future



## **Group discussions identifying barriers and challenges for providers (main points and questions)**

1. Attracting FL learners to provision is increasingly difficult
2. Retention of learners can be difficult (even if providers pay for travel, food, guarantee them a job – it still isn't enough for some young people)
3. The design of the programme is important to maximise attendance. For example, how many days, how many hours per day, start time, finish time, number of weeks etc.
4. It is difficult for providers to keep up with the changes in funding and understand / second guess the games and tricks that they need to apply. Smaller providers do not have the same level of support as some of the larger providers/Colleges in understanding the implications of funding changes
5. Not all information is available when providers need it to be able to effectively cost out a programme e.g. Work Experience rates for 11/12 are not available until September, some qualification funding rates may be delayed in the transfer from LAD to LARA
6. Communication to providers from the YPLA is mainly electronic – providers have to take responsibility to keep themselves up to date through the YPLA e-bulletin mechanism  
<http://www.ypla.gov.uk/news/ebulletin/bulletin.htm>
7. There are issues regarding the YPLA alerts and many providers do not receive the updates
8. The FL providers in the East of England would benefit from a chatroom/online facility to support discussion and sharing of best practice
9. The 11/12 guidance is available and is much simpler
10. Each aim will be funded. Providers need to use field 51a if topping up e.g. from award to certificate to allow for a proportion of the funding to be claimed
11. Are summer schools a good idea with lagged funding? Yes, if you run them year on year then the funding will balance out
12. There are 4 different ways to record achievement. Providers can use partial achievement if the units have been listed on the ILR, but partial achievers are excluded from success rates by the YPLA
13. Learners can be transferred from higher level quals to lower level quals (e.g. transfer from L1 to E3) but the funding will also be reduced accordingly



## Group discussions identifying barriers and challenges for providers (main points and questions) continued...

14. If a learner goes past their planned end date, and into the next academic year, then achieves in the next academic year, this success is not counted by the YPLA. The only way that this would be counted is if a planned break in learning was used to move the planned end date into the next contract year. Also need to remember the qualifying period into the next contract year (e.g. 2 weeks, 6 weeks etc.)
15. Providers need to consider the partnership working opportunities of linking with both pre-16 FL provision with KS4 alternative providers and schools (Norfolk LA have done this)
16. An area for development might be to look at the ease of progression from EBSD into post-16 FL
17. When looking at short bridging programmes, to be able to draw funding a minimum of 9 glh must be achieved – beware of qualifications that are considered to be the employers responsibility e.g. health and safety. It could be more appropriate to use alternative funding for short courses such as ESF
18. Further guidance on the new work experience amount is expected in September 2011. It is unclear if providers will be able to claim multiple amounts of this per learner if more than one work experience placement is set up
19. Providers would like more guidance on single unit delivery
20. Providers would like more guidance on progression and the measures required
21. A consultation on Foundation Learning was published in June 2011  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR130>
22. A new consultation on Foundation Learning is currently being undertaken by the Department for Education (DfE). Emma Tingley will feed responses from providers back. Please contact Emma Tingley  
[emma.tingley@cityandguilds.com](mailto:emma.tingley@cityandguilds.com)



## Key messages from Key Training

- Key Training have progression specific mentors linked to each learner depending on their planned progression e.g. Apprenticeships/College. This can change depending on what the learner is seeking
- Providers need to carefully select the awarding body, considering;
  - Qualifications to suit the learner
  - Instant/quick turnaround of results (this motivates the learner but also affects the programme design)
  - Can they provide on-demand testing of Functional Skills
  - Different/flexible assessment methods
  - Time frames: the mix of qualifications needs to be achievable
  - Level of support given by Awarding Body
- All learners are put onto an Award, then reviewed if ok, then put onto a certificate
- All learners start on PSD and includes 4 – 6 weeks assessment
- It is a good idea to try to find employers that will take numerous learners at one time
- Key Training work in partnership with other providers to deliver vocational qualifications that Key Training do not offer
- Consultation is carried out with employers and organisations that will offer progression opportunities (e.g. Colleges) to plan the mix of qualifications in Foundation Learning
- Ex-Foundation Learners, now Apprentices, act as a mentor to other current FL learners