

The logo for the Learning Skills Centre (LSC) is displayed within a black rectangular box. It features a white stylized chevron symbol (>) followed by the lowercase letters 'lsc' in a bold, sans-serif font.

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Leading learning and skills

Skills for Life: Policy, Funding and Targets

Date

October 19th 2005

By

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Welcome

1. The National Strategy



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- **DfES – Aim of SfL is to “build a competitive economy and inclusive society Creating opportunity for everyone to develop their learning and release their potential”**
- **National Skills for Life Strategy - improve by one level the Language, literacy and Numeracy (LLN)**
- **2.25 million learners by 2010**
- **750,000 by 2004 and 1.5m by 2007**

SfL underpins many other Government priorities

2. Targets



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- **National Target of 750,000 by 2004 exceeded**
- **South-East achieved 89 % of target**
- **Further PSA targets for 2007 and 2010 set**
- **Nationally on course to meet 2007 target**
- **41% of national target achieved**
- **45% of South East target achieved**

2. Targets



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What contributes to the target?

- Key Skills at levels 1 and 2
- GCSEs English and Maths for 16+
- Adult Literacy and Numeracy qualifications at Entry 3, Level 1 and Level 2
- New ESOL SFL qualifications

- 2/3s of the target comes from 16-19 provision
- 1/3 of the target comes from 19plus provision

Challenge - some qualifications are part of the national strategy but don't count to target!

2. Targets



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The SfL “Adult” qualification suite is:

- Entry 1,2 in LLN
- Entry 3 & Levels 1 and 2 in LLN
- L1 & 2 often referred to as National Test
- Only Entry 3 and above count to the target
- Entry 1 and 2 must be supported BUT a small part of literacy and numeracy provision in most cases
- ESOL has a different profile!

3. Policy – Adult Learners



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- **National Guidelines on 80 /20 split**
- **80% - 1st time contribution to target**
 - **First Rungs learning (Entry1 and 2)**
 - **Progression learning/ 2nd qualification**
- **20% - Pre-entry provision**
 - **3,6,9 hour diagnostics and short courses**

**Challenge – difficult to differentiate in this way
when collecting achievement data**

3. Policy – Adult Learners



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- **Nationally 56% of provision does not directly lead to a nationally recognised qualification counting to the PSA**
- **What percentage would we expect to count toward the PSA ?**
- **Under 20% of the SE population have skills at entry 2 or below in numeracy**
- **Under 5% of the SE population have skills at entry 2 or below in literacy**
- **Majority of L&N learners should be on Entry 3 or above programmes**

3. Policy – Adult Learners



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Policy aims:

1. Dramatic increase in use of nationally recognised qualifications
2. Development of progression routes
3. SfL not a cul-de-sac but part of WOA
4. Equality of opportunity for learners
5. Use of tasters and short courses as part of a strategy to engage and progress learners
6. Advertised provision at Entry3 , levels 1 and 2

3. Policy – ESOL



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Policy aims:

1. Ensure providers are using the new ESOL SfL certificates (or units of)
2. Reduce use of internal accreditation and ILPS as main form of accreditation
3. ESOL SfL certificates are large qualifications and will take longer than Literacy / Numeracy
4. A large proportion of ESOL learners appear to be at Entry 1 and 2
5. Recognise impact of new qualifications maybe negative on provider's countable qualifications

3. Policy – 16 -19 Learners



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Policy aims:

1. Tackle the over 1 in 2 learners who join programmes without level 2 skills / qualifications in LLN
2. Dramatically increase achievement rates at level two / Key Skills
3. Embed SfL within vocational programmes
4. Make more effective use of Entitlement (TEKS) funding
5. Lay foundations for 14 -19 reforms

4. Funding



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- 1. For FE funding comes through the allocation**
- 2. Priorities agreed with LSC through 3 Year Development Plans**
- 3. Adult discrete learners – continue to be funded at 1.4 rate**
- 4. How funding is used will be negotiated between provider and LLSC with policy priorities as guiding principle**
- 5. 16 -19 have an entitlement to funded SfL through TEKS**

5. Three Year Development Plans



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How is SfL referenced?

- Short narrative in provider plans
- Toolbox table for planned starts and success rates

Are plans fit for purpose?

- Look at background data, ILR, inspection report etc
- Relationship with provider including curriculum lead
- Understand the data together

6. Key Messages



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- 1. Adults SfL offer is a qualification route AND a progression route**
- 2. 16 -19 SfL is a route to improving level two performance, especially in English and Maths for all post 16 learners**
- 3. SfL is both an end in itself AND a weapon in war against low achievement and poor retention on vocational programmes**
- 4. ESOL learners have a different profile**