



# Basic Skills – LSC Funding Methodology, structuring provision and recording achievement

Workplace Basic Skills in the South East: 19<sup>th</sup> October 2005

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**T R I B A L**

**Education**

# Funding Methodology

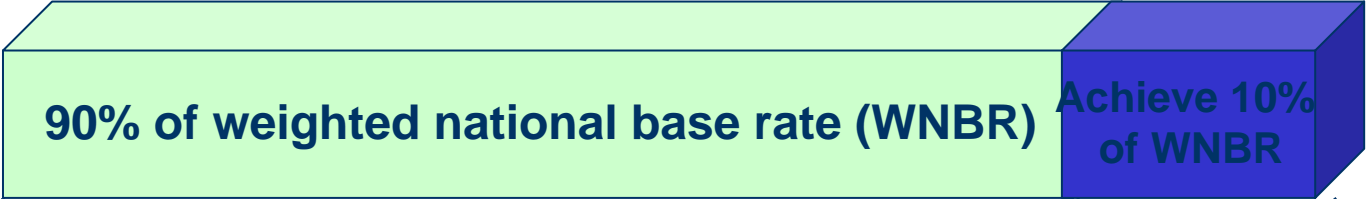
← **NATIONAL BASE RATE** →



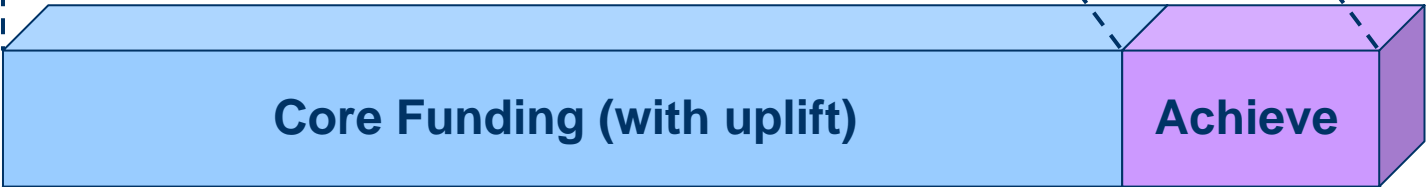
## WEIGHTED NATIONAL BASE RATE



Course weighting factor applied  
**FEE ELEMENT CONSTANT**



**NO FEES FOR 16-18 & BASIC SKILLS LEARNERS**



**DISADVANTAGE UPLIFT APPLIED**



**LONDON WEIGHTING APPLIED**

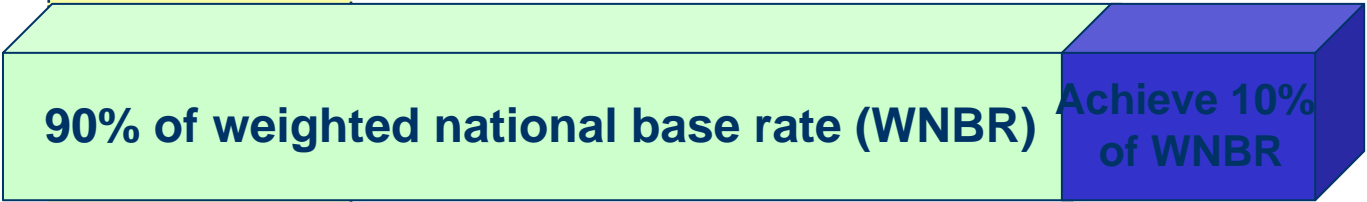
# Funding Methodology

← **NATIONAL BASE RATE** →

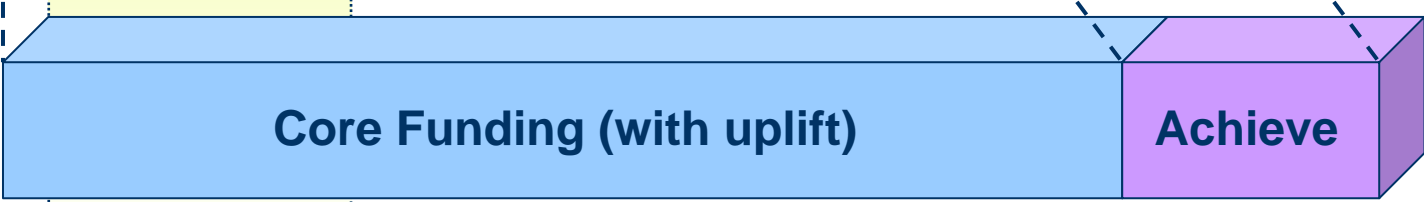


**NO FEES FOR BASIC SKILLS LEARNERS**

**WEIGHTED NATIONAL BASE RATE**



**Course weighting factor applied  
Factor of 1.4 for Basic Skills**



**DISADVANTAGE UPLIFT APPLIED**



**LONDON WEIGHTING APPLIED**

# Definitions of Basic Skills

Description of progress	Achievement data	Achievement funding	Funded as basic skills	750,000 target
Evidence of learner progress against national standards	Yes	Yes	Yes	No
Units of accreditation (non-external)	Yes	Yes	Yes	No
National entry level 3 approved by QCA – ESOL also at entry 1 & 2	Yes	Yes	Yes	Yes
National tests at L1 & L2: Key Skills to L 2 for adults and 16-18 PT	Yes	Yes	Yes	Yes
FT 16-18 key skills, GCSE English and Maths	Yes	Yes	No	Yes

**All non-accredited provision must be mapped against Basic Skills core curriculum**

- **Mostly part time provision, but increasingly in support of other education and training**
- **National base rate based on type of provision and guided learning hours (GLH)**
- **Funding blocks based on GLH**
- **Programme weighting reflects smaller group size**
- **Funding available for diagnostic and external candidates taking qualifications**
- **3 and 6 hour learning aims available to over 19s (and 16-18 part time)**
- **Up to 9 hours of short courses per Basic Skill per learner available**

# Summary of Basic Skills Funding

- **No hidden costs to learners**
- **Attracts fee remission**
- **Weighted at 1.4**
- **Attracts 12% disadvantage uplift – where learner is doing**
  - **All Basic Skills**
  - **Majority of programme is Basic Skills**
  - **More than 80 GLH of programme is Basic Skills**
- **Area weighting (if applicable)**
- **Higher national rate than for other learning aims of comparable size**
- **Key skills AoN/COM for specific learners at levels 1 and 2 also earn basic skills weighting and uplift**

- **Learning aims of 6 GLH and more are loadbanded**
- **Programmes of 450-659 hours are listed**  
**Programmes of 660 and more hours funded through loadbands**
- **Multiple learning aims which total 450 and more hours require manual adjustment to ILR**

**... that count towards National Targets**

- **National Skills Tests at entry level and levels 1 and 2**
- **Key Skills Application of Number and Communication up to level 2**
- **GCSE Maths and English**

**... that DON'T count towards National Targets**

- **Other basic skills learning aims mapped to the national standards**
  - **externally certificated**
  - **institution certificate of achievement**

## ... that **DON'T** count towards National Targets

- BUT these are 'other provision' and do not count towards targets
- Non-accredited courses should be seen as a stepping stone on the learner's path towards accreditation

The expectation is that learners will achieve qualifications leading to national (NQF) awards that contribute towards achieving national targets

## Learning pathways - Basic Skills

**3 hour diagnostic or taster in each of the basic skills**



**6 hour intensive tuition in each of the skills**



**more substantial programme(s) in 'x' hours**

# Recording Basic Skills Achievements

- **GCSE, Key Skills and National Skills Tests – notification from awarding body**
- **What about short courses and course mapped to national standards?**
  - **All funded learners achieving a learning outcome identified in learning agreement will be eligible for achievement funding**
    - **supporting documentation required**
    - **diagnostic test outcome**
    - **Initial session outcome report – what will happen next for the learner**
    - **individual learning plan**

- One week and less
  - retention funding for one more participation in addition to enrolment
- 12 weeks and less (and longer courses not crossing a census date)
  - retention funding if learner is still attending after middle week (measured in days), even if withdraws later
  - retention and achievement funding if learner successfully completes irrespective of time

## Key points to avoid problems with funding

- Prior to enrolment onto basic skills learning aims, learners should have a demonstrable need via previous educational attainment or through initial and/or diagnostic assessment.
- Basic skills learning aims will not involve any costs for learners. Such as no registration and examination fees, no cost for materials, and no administrative charges.
- Learning aims should be based on the national standards for adult literacy, numeracy and ESOL where these support learners in their progress towards nationally approved qualifications.
- “Other provision” learning aims should only be used when diagnostic assessment shows the learner will not progress far enough in the time available to gain a national award. If, later, a learner could gain a qualification, the provider should transfer the learner to qualification-bearing provision.

## Processes in the design and teaching of Basic Skills learning programmes

- Undertake needs analysis.
- Prioritising **what** skills need to be learnt; deciding **how** these skills should be taught.
- Designing the programme, including **where**, **when** and **how long** the programme should be offered for.
- State number of Guided Learning Hours (GLH) and ensure that this is recorded on the learner's programme (MIS)
- Monitor the programme's effectiveness – if attendance pattern changes you may need to amend the GLH.
- Reviewing and making necessary changes to the programme.

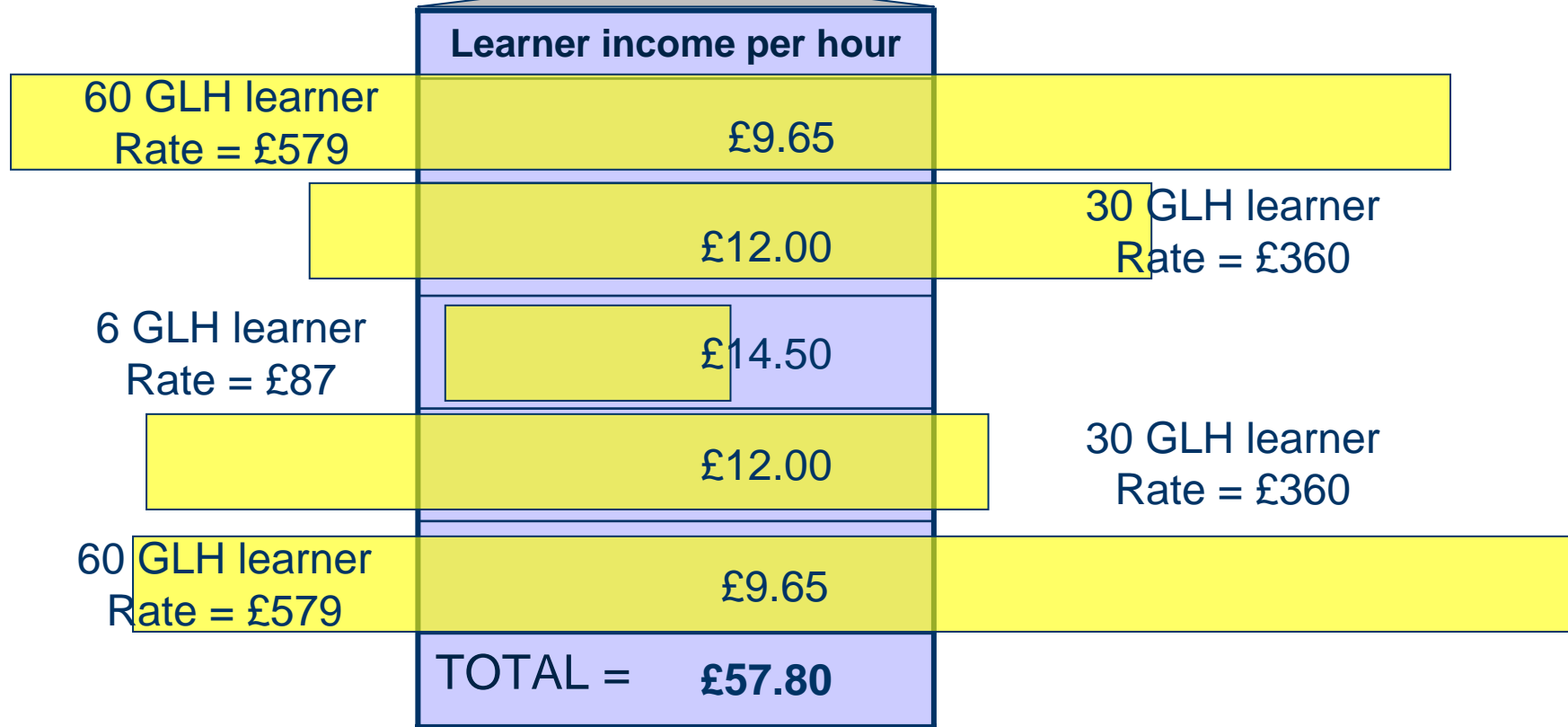
## Costing Programmes (Rough Guide)

- Divide 'Course Base Rate' by Course GLH to give learner income per hour – if you receive an area cost uplift, you may want to include this too
- Find out your average hourly delivery cost
- Divide average hourly delivery cost by 'Income per hour' to give class size
  
- 3 GLH Basic Skills course (Base rate = £57):
  - Learner income is £19 p/hr
- 60 GLH Basic Skills course (Base rate = £579):
  - Learner income is £9.65 p/hr
- 30 GLH Basic Skills course (Base rate = £360):
  - Learner income is £12 p/hr

# How many learners?

## 2 hour workshop session – Wednesday AM

Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10
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**CAUTION - MODEL ASSUMES 100% Retention, 100% Achievement**

11 week Basic Skills course delivered in 33 hours

- 7 learners in week 1
- 6 learners attending at mid-point of course
- 5 learners achieve the learning aim

Calculate the total funding for this course

11 week Basic Skills course delivered in 33 hours

Learning split into 3 GLH 'learner diagnosis' course

Followed by 30 GLH programme based on national standards

- 7 learners in week 1
- 6 learners attending at mid-point of course
- 5 learners achieve the learning aim

Calculate the total funding for this course

**A learner is concerned with his Literacy Skills. S/he is available to attend a Basic Skills workshop for 60 - 70 hours to improve her/his skills.**

Design a programme for this learner.

Calculate the income for this learner?

(assume s/he completes her/his programme successfully)

Could the programme be re-structured to increase the total programme income?

# Legal disclaimer

The information contained in this presentation is of a general nature and is not intended to address the circumstances of any particular individual or entity. Although we endeavour to provide accurate and timely information, there can be no guarantee that such information is accurate as of the date it is received or that it will continue to be accurate in the future. No one should act upon such information without appropriate professional advice after a thorough examination of the particular situation.

**This presentation is based on our current understanding of the revised funding methodology**