ANNEX K

Definition of terms

Further definitions can be found in ‘Funding Guidance for Further Education 2007/08’, section two. Also the ‘Requirements for funding WBL for young people in 2007/08’. These can be found at www.lsc.gov.uk/providers/funding-policy/.

Additional support

for FE - the additional support costs correspond to the amount of extra resource per year identified by the provider as required to meet the needs of learners such as those with learning difficulties and/or disabilities

for FE - additional funding may be claimed where a provider provides additional support to a learner and the extra costs of doing so are above a threshold level. Additional support is defined as any activity which provides direct support for learning to individual learners, which is over and above that which is normally provided in a standard learning programme which leads to their primary learning goal. The additional support is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for additional support may arise from a learning difficulty or disability or from literacy, numeracy or language support requirements.

Colleges


Data set

a data set is a related group of data fields. For example, the learner data set contains the group of data fields related directly to a specific learner

Disadvantage uplift

for FE - the FEFC introduced a widening participation factor into the FE funding methodology from 1998/99 following the recommendations of the report of the widening participation committee, Learning Works. From 2002/03 this factor was renamed disadvantage uplift.

for FE - the factor relies at present on using the relative deprivation of the area a learner lives in as a proxy measure for educational disadvantage. Learners living in areas that are relatively deprived attract additional funding. The factor will provide an average uplift for disadvantaged learners of 10%
for FE - The disadvantage uplift index used is based on the IMD2000 (Index of Multiple Deprivation). This index draws from various data and measures the relative deprivation of different local authority wards. It is produced and maintained by the ODPM (Office of the Deputy Prime Minister). The most deprived wards have been assigned a percentage uplift in funding, based on the index, to recognise the additional costs of recruiting and retaining learners from these wards.

for FE - a learner’s postcode is used to place the learner in the relevant ward. The provider may claim additional funding, if the ward is among the most deprived and so has an uplift factor.

**Foundation Learning Tier**

The Foundation Learning Tier (FLT) is a programme of work that aims to develop a more focused and strategic approach to Entry Level and Level 1 in order to raise participation, achievement and progression at these levels.

The FLT will incorporate a range of programmes that offer robust progression opportunities that will propel learners towards Level 2 or other positive outcomes such as employment with training, as well as outcomes such as supported employment and independent living for those not capable of reaching Level 2.

These programmes will consist of a coherent offer of units and qualifications drawn, in time, from Entry Level and Level 1 of the Qualifications and Credit Framework (QCF). These units and qualifications will make up validated Progression Pathways.

**Full cost recovery**

for FE - full cost recovery tuition fees are tuition fees designed to recoup all the marginal costs and contribute to the fixed costs of the provider. Where tuition fees are full cost recovery there would usually be no additional source of fees or funding for the learner for the learning aim.

**Franchising**

for FE - franchising-out was formerly known as outward collaborative provision. These are arrangements where a provider in receipt of LSC FE funding makes a contractual agreement with a third party to deliver provision away from its premises. The provision is under the control of the provider but is delivered by, or with the assistance of, staff who are not employed by the provider.

The LSC regards such provision as being made by the provider that receives funding directly from the LSC.
Funding

for FE - funding involves monies received for providing a place for a learner. Where a block allocation of money is provided which includes coverage of tuition fees this is considered to be funding

Guided learning hours

for FE and WBL providers basic skills project/employability skills programme - guided learning hours are:

‘all times when a member of staff is present to give specific guidance towards the course being studied on a programme’. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners’ achievements, for example in the assessment of competence for NVQs. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners

for FE - providers should note particularly the final sentence of the definition and only include as guided learning hours supervision or assistance where provided by a member of staff able to give specific support to the learner. General study time, for example in a library, should not be included, even though a member of staff is in attendance

for FE - where a learner taking an NVQ is being assessed in the workplace, only those hours when the provider’s staff are directly assessing the learner’s competence should be counted as guided learning hours

Higher education learners

for FE - for the purpose of the ILR returns, HE learners are defined as learners benefiting from HEFCE funding and/or studying for a learning aim which is indicated as HE level on the LSC’s learning aim database.

Learning aim

for FE & WBL – this is a generic term which includes qualifications, courses and learning events under a general title. Learning aims will usually be recorded in the ILR on their own dataset.

Learning programme

for FE - the learning programme is all of a learner’s learning activities towards their primary learning goal which involve the use of the resources of the provider at which the learner is enrolled. In addition a learning programme is a period of study at a single provider which is continuous. Study is continuous
unless there is a break of at least two periods when the learner is not enrolled at the provider

for FE - a programme consisting of AS learning aims in year one and A levels taken in subsequent years is considered to constitute a single learning programme.

for WBL – a programme is defined as all of the learner’s activity, which uses the resources of the provider and may be composed of one or several learning aims. For example, an advanced apprenticeship programme may be composed of an NVQ, key skills and a technical certificate.

**Main aim**

For WBL - the main learning aim is the learning aim within the WBL learning programme that generates the majority of the funding. As such there can only be one main learning aim within each learning programme. The main aim will determine the achievement payments and is identified in the ILR using code 40 in the LSC funding stream, field A10. It is usually an NVQ.

For example, for an Apprenticeship or Advanced Apprenticeship framework, the main aim is an NVQ level 2 or 3, delivered as part of the framework. For E2E programmes, the main aim is not a qualification and is identified in the ILR using code XE2E0001 in the Learning Aim Reference, field A09. For other WBL programme types, the main aim is an NVQ level 1 to 4 or equivalent qualification.

**Other funded providers**

for FE - other funded providers are providers maintained by local authorities and others, providing FE courses covered by schedule 2 of the Act, under sponsorship arrangements set out in section 6(5) of the Further and Higher Education Act 1992

**Partial achievement**

for FE - providers are able to claim a proportion of achievement funding where a learner partially achieves their primary learning goal. This is intended to encourage providers not to be too conservative in establishing primary learning goals for their learners. For partial achievement of programmes made up of a number of learning aims, providers will be able to earn the achievement element for each learning aim gained. From 2002/03 providers have been required to record details of partial achievement in the ‘number of units completed’ and ‘number of units to achieve full qualification’ fields.

**Primary learning goal**

for FE - the end-point learning aim or aims, whether certificated or not, or other equivalent objectives to be achieved by the learner within a minimum period of 12 months as set out in the learner’s learning agreement with the provider. It excludes learning aims which are either subsidiary or equivalent
to other learning aims in the same subject already included in the primary learning goal

**Programme of study**

for FE - a programme of study is a learner’s individual learning programme as agreed between the learner and the provider. A programme of study may lead to one or more learning aims

**Progression Pathways**

Progression Pathways are programmes using units and qualifications at Entry and Level 1, drawn from the Qualifications and Credit Framework (QCF). They are part of the development of the Foundation Learning Tier (FLT).

**Qualification**

for FE – a qualification differs from a learning aim in that a qualification has been accredited by the Qualification and Curriculum Authority as part of the national qualification framework (NQF). All qualifications feature on one or both of the section 96 and section 97 lists.

**Specialist designated colleges**

for FE - the term ‘specialist designated colleges’ is used to refer to colleges, other than voluntary-aided sixth form colleges, designated as part of the further education sector under section 28 of the Further and Higher Education Act 1992.

**Subsidiary aim**

For WBL - where the learning programme is composed of more than one learning aim, all other aims within the programme except the main aim are defined as subsidiary learning aims. Subsidiary aims include learning aims for technical certificates and key skills that form part of an Apprenticeship or Advanced Apprenticeship.

**Teaching year**

for FE and WBL - the teaching year runs from 1 August to 31 July

**Train to Gain**

Train to Gain helps businesses get the training they need to succeed. It offers employers impartial advice via an independent skills brokerage service. Skills brokers will match employers’ training needs with training providers and ensure that training is delivered to meet employers’ needs.

A Train to Gain (TtG) learner is an adult learner whose learning is enabled, sponsored or facilitated by their employer. TtG learners can be funded from
mainstream FE allocations (Type A funding, defined as 'TtG badged') or from the discrete TtG budget (Type B and C funding).

A TtG funded Learner is a learner whose learning need is Skills for Life or first full level two, and who is funded by a TtG planned (Type B) or regional response (Type C) funding agreement with the LSC.

Tuition fees

for FE - tuition fees are monies paid by learners or on their behalf to cover the tuition fees charged for the learning aim

Withdrawal

for FE - a learner should be considered to have withdrawn from a programme of study where the learner is known to have made a decision to withdraw from the programme of study, to transfer to a part-time programme of study in the case of a full-time learner, or to a full-time programme of study in the case of a part-time learner, and either the learner or the learner’s tutor has confirmed this in writing. Oral notification from the learner may be confirmed in writing by the learner’s tutor.

In addition for FE:

for full-time programmes and part-time programmes of 12 weeks or more in duration, which are not open learning or distance learning programmes, a learner should be considered to have withdrawn where the learner has not attended classes for at least four continuous weeks, excluding holidays, unless there is auditable evidence of an intention to return. A week is defined as seven days. Auditable evidence of an intention to return includes a learner’s letter, an employer’s letter, formal internal notes such as tutorial reports, ‘contracts of behaviour’ or ‘personal action plans’. If a learner is regarded as having withdrawn from a programme of study under this definition but subsequently returns before a funding census date, the learner should be counted as enrolled

for open learning and distance learning programmes, a learner should be considered to have withdrawn where a learner fails to make planned contact and four weeks or more have elapsed. A contact is receipt of work or projects by the tutor or a meeting between the learner and the learner’s tutor

In each case, the learner should be counted as withdrawn from the last date of actual attendance. In the case of open and distance learning programmes, this is the date of the planned contact missed by the learner. If a learner misses several contacts arranged by the provider, then the withdrawal date is the date of the first missed contact.