

WECA ADULT EDUCATION BUDGET 2020/21

TECHNICAL NOTE 1:

WECA MONITORING FIELDS & CLASS CODES – VERSION 3

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UPDATED: MAY 2021

1. Purpose

This technical note has been produced to provide guidance to Adult Education Providers on the use of monitoring fields in the ILR and Learning Aim Class Codes that can be used for West of England learners. This note supplements the currently available guidance on the WECA website.

Version 2 of this technical note provides an update for the new initiatives that have been introduced since August 2020. **Updates are shown highlighted in yellow.**

2. Background

To allow flexibility in the monitoring of new initiatives, there are 6 data fields in the ILR for Devolved Area Monitoring (DAM). These fields act in a similar way to the Learning Delivery Funding and Monitoring (LDM) fields. A list of DAM codes will be published alongside the LDM codes by the ESFA in the usual way.

The DAM codes should only be used for learners residing in devolved areas.

3. Allowed Monitoring Codes for WECA learners

For learners in the WECA area, the following DAM codes can be used in 2020/21:

•	DAM010	Devolved Area Low Wage Programme
•	DAM024	Workplace-based provision
•	DAM025	Category of Adult Education: Engagement
•	DAM028	Category of Adult Education: Employability
•	DAM029	Category of Adult Education: Foundation Skills for Work
•	DAM030	Category of Adult Education: Intermediate/Advanced Skills for Work
•	DAM031	Category of Adult Education: Learning for Personal Development
•	DAM023	Used in conjunction with another DAM code to override validation rules when needed
•	DAM041	Progress to Work Extended Programme (used for WECA Recruitment Pipeline)

There are 5 LDM codes that can be used for learners in devolved areas, in the same way they are used for learners in non-devolved areas:

- Proxy Learning Aims **LDM118**
- Princes Trust **LDM331**
- High Value courses **LDM376** (code called 'Classroom based 18/19 Offer')
- National Skills Fund - level 3 adult offer **LDM378**
- Sector based work academies– **LDM 375**

4. Allowed Class Codes for WECA learners

For learners in the WECA area, the following Learning Aim Reference (LAR) Class codes can be used in 2020/21:

LAR Class code	Learning Aim Title
Z0009121	Work Experience / Work Placement (3-4 hours)
Z0009122	Work Experience / Work Placement (5-6 hours)
Z0009123	Work Experience / Work Placement (7-12 hours)
Z0009124	Work Experience / Work Placement (13-20 hours)
Z0009125	Work Experience / Work Placement (21-44 hours)
Z0009126	Work Experience / Work Placement (45-68 hours)
Z0009127	Work Experience / Work Placement (69-92 hours)
Z0009128	Work Experience / Work Placement (93-100 hours)
Z0009129	Work Experience / Work Placement (101-196 hours)
Z0009130	Work Experience / Work Placement (197-292 hours)
Z0009255	WECA Enhanced Initial Assessment Offer
Z0009256	WECA Enhanced CEIAG Offer

As further class codes are published an updated list will be available on our [website](#).

5. Technical guidance on using these codes

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5.1. Devolved Area Low Wage Learners

WECA learners in receipt of Low Wage will be fully funded if they are employed and you (the provider) are satisfied the learner meets both of the following;

- is eligible for co-funding, and
- earns less than £18,525 annual gross salary.

You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip within 3 months of the learner's learning start date, or a current employment contract which states gross monthly/annual wages. Please note this is not an exhaustive list, but must support your decision to award full funding to an individual who would normally be eligible for co-funding. Please refer to the [Funding and Performance Management rules](#) for further details.

We have increased the threshold below which residents become eligible to access full funding through the low wage pilot from a gross salary of £17,004 to a gross salary of £18,525 per annum with immediate effect. This aligns the WECA adult education definition of a low wage with the Real Living Wage as defined by the Living Wage Foundation and utilised by other WECA initiatives such as Future Bright. The mechanism for recording these aims remains the same.

To record learning aims for this programme you should:

- Enter **1 Fully-Funded** in the Fully Funded Indicator field (FFI)
- Ensure the code **DAM010** for Low Wage programme delivery is recorded against the Learning Aim
- Also use the code **DAM023** to override the validation rules.
 - *For example, this will override the validation rule that usually excludes employed learners from receiving full funding.*

- Ensure there is no value in the Other Funding Adjustment field

5.2. Workplace-based provision

Where you have agreement in place with the WECA Adult Education to deliver workplace provision, you will need to record a DAM code for every learning aim delivered in the workplace. You should not use this code if you do not have an agreement in place.

To record learning aims for this programme you should:

- Ensure the code **DAM024** for Workplace-based provision is recorded against the Learning Aim

We have extended this initiative to include all provision delivered on a fully funded basis and co-funded provision in the workplace, with some conditions. Please refer to the WECA Adult Education Update of January 2021 for details. The mechanism for recording these aims remains the same.

5.3. Categories of Adult Education

We recognise that assigning specific categories to specific provision is not necessarily a straightforward exercise and an individual class may contain a range of learners who are participating for very different reasons. Given this, categorisation will relate to the individual learners recruited rather than the specific course delivered, and the category will be determined by the primary reason why they are undertaking learning.

These must align with the Delivery Profiles in your Curriculum & Delivery Plans. From R01 2020/21, one of these DAM codes MUST be recorded for every Learning Aim. The category is adult education is specific to a particular learner on a particular course. A learner doing several courses throughout the year may change category. Different learners doing the same course, maybe there for different reasons and therefore in in different categories

For every learning aim you should use ONE of the following five codes.

- **DAM025** Category of Adult Education: Engagement
- **DAM028** Category of Adult Education: Employability
- **DAM029** Category of Adult Education: Foundation Skills for Work
- **DAM030** Category of Adult Education: Intermediate/Advanced Skills for Work
- **DAM031** Category of Adult Education: Learning for Personal Development

If you are unsure, please make an attempt for the ILR submission so that we can run the performance reports. You can contact the [adult education team](#) for support. We will be monitoring the use of these codes and will contact you if they vary from your delivery profiles.

5.4. Work Experience Learning Aims

Under reforms introduced by WECA both Work Experience Placements and Work Tasters will be directly fundable elements of adult education provision from 2020/21. To access funding providers should use one of the specific learning aim references created by WECA to record this provision in the ILR.

Providers are encouraged to incorporate Work Experience into all employability programmes for residents who have little or no recent and / or good work experience.

The list of work experience learning aims to use are below and the details are included in Appendix A and on [our website](#).

- Z0009121 Work Experience / Work Placement (3-4 hours)
- Z0009122 Work Experience / Work Placement (5-6 hours)
- Z0009123 Work Experience / Work Placement (7-12 hours)
- Z0009124 Work Experience / Work Placement (13-20 hours)
- Z0009125 Work Experience / Work Placement (21-44 hours)
- Z0009126 Work Experience / Work Placement (45-68 hours)
- Z0009127 Work Experience / Work Placement (69-92 hours)
- Z0009128 Work Experience / Work Placement (93-100 hours)
- Z0009129 Work Experience / Work Placement (101-196 hours)
- Z0009130 Work Experience / Work Placement (197-292 hours)

5.5. COVID 19 monitoring

We are no-longer asking for COVID-19 monitoring codes to be entered for the 2020-21 academic year.

5.6. Recording proxy learning aims

If there is a delay with the publication of information in the LARS database for a learning aim code that had been accredited by the awarding organisation, then you can temporarily enter the nearest equivalent aim code (in terms of type of provision and funding rate) into the Learning aim reference field.

Code **LDM118** must be recorded in the LDM fields for this aim to indicate that the learning aim reference recorded is being used as a proxy for the actual learning aim that is being undertaken.

Once the actual learning aim reference is published, you must update the code recorded in the Learning aim reference field and remove code **LDM118** from the Learning Delivery Funding and Monitoring fields.

In all cases, the proxy aim details must be removed and the actual aim details recorded before the end of the teaching year or before the learner completes or withdraws from the learning aim, otherwise the data will be rejected.

There is no guarantee that aims accredited by the awarding organisation will be approved for funding, so you should use proxy learning aims with caution.

5.7. Prince's Trust Team Programme

The Prince's Trust Team Programme is a 12-week course designed to improve confidence, motivation and skills for eligible 16- to 25- year-olds. Each 'team' recruits a mix of 16- to 25- year-olds of different abilities and backgrounds, including employees sponsored by their employer.

Providers in partnership with the Prince's Trust run, and manage it on a local basis. **In order to deliver the team programme, you must get approval from the Princes Trust.** For eligible learners aged 19 to 25, we fund the team programme.

You must record the learners on the ILR using the Learning Delivery Monitoring (LDM) code **LDM331**. You can use the 6 qualifications in Table 1.

Table 1: Qualifications for the Prince's Trust Team Programme 2020 to 2021.

Qualification Title	Learning Aim Reference
Certificate in Employment, Teamwork and Community Skills	60023995
Certificate in Employment, Teamwork and Community Skills (Entry 3)	60027629
Award in Employment, Teamwork and Community Skills	60032121
Award in Employment, Teamwork and Community Skills	60032868
Award in Employment, Teamwork and Community Skills (Entry 3)	60033344
Certificate in Employment, Teamwork and Community Skills	60027307

If the matrix rate is lower than the programme rate, additional funding up to the value of the programme rate should be entered on the EAS. Table 2 shows the matrix funding rates and the maximum programme rate and the maximum additional funding where appropriate:

Table 2: The rates for the Prince's Trust Team Programme 2020 to 2021.

	Award		Certificate	
	Fully funded	Co funded	Fully funded	Co funded
Matrix funding rate for aim	£450	£225	£1,265	£633
Maximum programme cost for				
Unemployed learners	£2,670	£1,335	£2,670	£1,335
Employed learners	£572	£286	£572	£286
Maximum additional funding for				
Unemployed learners	£2,220	£1,110	£1,405	£702
Employed learners	£122	£61	N/A	N/A

5.8. Increased Access to Full Funding:

We have broadened our learner eligibility criteria to offer provision on a fully funded basis where previously it was only available on either a co-funded or loan funded basis. This includes:

- Learners aged 50 and above may access full funding to undertake a single additional full level 2 qualification even if they already hold a full level 2 qualification
- Learner aged 19-25 or 50 and above may access full funding to undertake a single additional full level 3 qualification even if they already hold full level 3 qualifications

To record learning aims for this initiative you should:

- Enter **1 Fully-Funded** in the Fully Funded Indicator field (FFI)

Enter the code **DAM023** to override the validation rules.

- *For example, this will override the validation rule that usually excludes learners aged over 24 from receiving full funding.*

5.9. CEIAG and Initial Assessment

Two new learning aims that are intended to enhance the providers existing CEIAG and Initial Assessment offers. Each aim will be funded at a rate of £60 per learner and is intended to be sufficient to offer an additional hour of CEIAG or Initial Assessment for every priority learner prior to enrolment on their main learning aim. This is intended to be in addition to whatever CEIAG and Initial assessment the learners already receive.

In the first instance the aims will be made available to support residents who fall within the priority categories set out in the WECA Adult Education Update of January 2021 in section 5.3.

Qualification Title	Learning Aim Reference
WECA Enhanced Initial Assessment Offer	Z0009255
WECA Enhanced CEIAG Offer	Z0009256

5.10. High Value Courses

As part of the government response a one-year high value courses skills offer has been developed to support school and college leavers who are at higher risk of becoming not in education, employment or training (NEET) because of Coronavirus (COVID-19). WECA will fund this in the same manner as the ESFA. Please refer to the WECA Performance Management Funding Rules for more details.

To record learning aims for this initiative you should:

- Use LDM code 376 and FFI code 1 to claim full funding for learners who meet the requirements
- Record in the evidence pack:
 - A self-declaration from the learner that they have been unable to secure employment prior to enrolment
 - A declaration that you are unable to offer alternative work-based learning opportunities at the point of enrolment

5.11. **UPDATE: Sector Based Work Academies**

In support of the government 'Plan for Jobs' we will offer additional funding to support the expansion of the Department of Work and Pensions Sector Based Work Academy programme beyond the current level. To access this funding, you will need to demonstrate that you have secured the commitment from an employer to offer both work experience placements and guaranteed interviews to learners, you will also need to offer a package of learning. As DWP lead this programme we will only release funds in support of proposals approved by DWP and will take their lead if prioritisation / selection is needed. The role of WECA within a sector based work academy is simply to fund the training component.

To record learning aims for this initiative you should:

- Enter **1 Fully-Funded** in the Fully Funded Indicator field (FFI)
- Ensure the code **LDM375** for Sector based work academies is recorded against the Learning Aim. We have aligned with the ESFA monitoring code rather than DAM013
- Also use the code **DAM023** to override the validation rules if needed.

5.12. **WECA Recruitment Pipeline**

We are creating a new programme within AEB which is intended to compliment the DWP Sector Based Work Academy programme. The WECA Recruitment Pipeline will draw upon an identical delivery model (i.e. a package of training, a work experience placement and a guaranteed interview) but will focus on supporting progression into slightly higher-level employment opportunities that require a slightly higher level of skill.

To record learning aims for this initiative you should:

- Enter **1 Fully-Funded** in the Fully Funded Indicator field (FFI)
- Ensure the code **DAM041** for Progress to Work Extended Programme is recorded against the Learning Aim. This is the generic name for similar schemes across the devolved areas. In WECA it refers to all provision under the WECA Recruitment Pipeline funding.
- Also use the code **DAM023** to override the validation rules.

5.13. **UPDATE: National Skills Fund – Level 3 adult offer**

As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification. We will fund this in the same manner as the ESFA. Please refer to the WECA Performance Management Funding Rules for more details.

To record learning aims for this initiative you should use **LDM code 378** and FFI code 1 to claim for funding for learning who meet the requirements.

Appendix A – Learning Aim details

LearnAim Ref	Category Ref	CategoryName	LearnAimRefTitle	Notional NVQ Levelv2	StartDate	Latest_weighted_rate	Latest_unweighted_rate	Latest_pwf
Z0009121	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (3-4 hours)	X	08/01/2020	21	21	A
Z0009122	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (5-6 hours)	X	08/01/2020	35	35	A
Z0009123	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (7-12 hours)	X	08/01/2020	50	50	A
Z0009124	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (13-20 hours)	X	08/01/2020	100	100	A
Z0009125	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (21-44 hours)	X	08/01/2020	150	150	A
Z0009126	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (45-68 hours)	X	08/01/2020	30	30	A
Z0009127	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (69-92 hours)	X	08/01/2020	450	450	A
Z0009128	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (93-100 hours)	X	08/01/2020	600	600	A
Z0009129	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (101-196 hours)	X	08/01/2020	724	724	A
Z0009130	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	Work Experience / Work Placement (197-292 hours)	X	08/01/2020	1265	1265	A

Z0009255	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	WECA Enhanced Initial Assessment Offer	X	01/08/2020	60	60	A
Z0009256	41	Aims specific to Mayoral Combined Authorities (MCA) and Greater London Authority (GLA)	WECA Enhanced CEIAG Offer	X	01/08/2020	60	60	A

Appendix B – WECA Categories of Education

CATEGORY / DEFINITION	PRIMARY TARGET GROUP	EXAMPLES OF PROVISION	MEASURES OF SUCCESS	OTHER CONSIDERATIONS
<p>ENGAGEMENT PROVISION</p> <p>‘First Steps’ provision intended to engage residents who are furthest from education and employment. Intended to support their progression towards a desirable destination such as:</p> <ul style="list-style-type: none"> Independent / stable living; Further / higher education; Employment; Improved health and wellbeing; <p>Such provision is also likely to make a contribution towards community cohesion.</p>	<p>WECA residents who are Economically Inactive (including the long-term unemployed) and are characterised as:</p> <ul style="list-style-type: none"> Lacking qualifications, under-qualified and / or previously failed by education; Multiple Disadvantage; Socially Isolated; Under-represented Facing multiple and / or complex barriers to employment; Having a chaotic and / or insecure lifestyle; Vulnerable <p>This category may also support individuals who are unemployed and actively seeking work but for whom direct progression into employment is not a realistic prospect.</p>	<p>COMMUNITY LEARNING</p> <ul style="list-style-type: none"> Personal and Community Development Learning Family English, Maths and Language Wider Family Learning Neighbourhood Learning in Deprived Communities <p>ADDRESSING SIGNIFICANT BARRIERS TO EMPLOYMENT</p> <ul style="list-style-type: none"> ESOL for independent living Functional / Key Skills Health & Wellbeing / Resilience Housing Issues Dependency Issues <p>INDEPENDENT LIVING</p> <p>SOCIAL PRESCRIBING</p> <p>MANAGING THE BENEFITS SYSTEM</p> <ul style="list-style-type: none"> Foundation IT Skills (form filling / internet / email etc) Personal Financial Management 	<p>PRIMARY</p> <ul style="list-style-type: none"> Progression to learning at a higher level; Actively seeking employment Volunteering <p>SECONDARY</p> <ul style="list-style-type: none"> Reduced Social Isolation Improved Community Cohesion Improved Health, Wellbeing and Resilience Improved language skills Regulated Qualifications (primarily entry level / L1) Non-Regulated Qualifications 	<p>This category of provision is distinct from employability provision as the types of learner engaged are likely to require significant support before they have reached a point where progressing to employment becomes a realistic ambition within a reasonable timeframe.</p> <p>Many learners will require a degree of support before being ready to realistically engage in an employability programme.</p> <p>Clear progression pathways are likely to be of key importance, though given the nature of the target group these may need to be more circuitous than would be the case for other categories. Given this a degree of progression within the category is acceptable.</p> <p>WECA anticipates that the majority of Community Learning investment will support learners who fall within this category of adult education.</p>

CATEGORY / DEFINITION	PRIMARY TARGET GROUP	EXAMPLES OF PROVISION	MEASURES OF SUCCESS	OTHER CONSIDERATIONS
<p>EMPLOYABILITY PROVISION</p> <p>Provision intended to support residents who are actively seeking employment and for whom this is a realistic destination.</p> <p>Not appropriate for individuals who may be unemployed / economically inactive but are not genuinely seeking work.</p>	<p>WECA residents who are unemployed and actively seeking work, and for whom direct progression into employment is a realistic prospect.</p> <p>Individuals for whom progressing directly into work is not a realistic prospect fall within the ENGAGEMENT PROVISION category.</p> <p>Within this category of adult education (as measured across all WECA providers rather than each individual partner necessarily) we expect to see a particular focus on:</p> <ul style="list-style-type: none"> ▪ Supporting residents who lack qualifications to secure high-quality employment; ▪ Supporting residents with disabilities to secure high-quality employment; ▪ Supporting older residents (i.e. those aged 50 and above) to retrain to either be retained in their current employment or secure new employment; ▪ Supporting residents who are at risk of redundancy to retrain. 	<p>EMPLOYABILITY PROVISION:</p> <ul style="list-style-type: none"> ▪ Job-search skills ▪ Building CV content ▪ Application / Interview Skills ▪ General Employment Skills <p>WORK EXPERIENCE / TASTERS</p> <p>VOCATIONAL SKILLS</p> <p>FUNCTIONAL SKILLS</p> <p>RESILIENCE</p> <p>CONTEXTUALISED ESOL FOR EMPLOYMENT</p> <p>SECTOR BASED WORK ACADEMIES</p>	<p>PRIMARY</p> <ul style="list-style-type: none"> ▪ Employment ▪ Apprenticeship ▪ Traineeship <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Improved Vocational Skills ▪ Improved Functional Skills ▪ Regulated Qualifications (primarily up to L2) ▪ Non-Regulated Qualifications ▪ Volunteering 	<p>Important to ensure that the provision is effectively targeted. I.e. at the residents who are genuinely seeking employment but require additional support to make this a realistic prospect.</p> <p>Historically a significant proportion of employability provision has been delivered to individuals who either have no intention to secure employment or are perfectly capable of doing so of their own volition (especially within the current high-employment economy)</p> <p>Given this we may wish to consider the need for either eligibility criteria or prioritisation by characteristic.</p> <p>WECA anticipates that the majority of investment that supports this category will fall within the adult skills funding line. We do however recognise that community learning may play a significant role, especially in support of residents facing significant disadvantage and facing complex barriers to employment and / or residents previously supported by Engagement Provision</p>

CATEGORY / DEFINITION	PRIMARY TARGET GROUP	EXAMPLES OF PROVISION	MEASURES OF SUCCESS	OTHER CONSIDERATIONS
<p>FOUNDATION SKILLS FOR WORK</p> <p>Provision primarily intended to support residents who are employed but require additional support in order to secure 'better' employment:</p> <ul style="list-style-type: none"> More Sustainable Higher Skill Higher Wage <p>May also support individuals who are unemployed but deemed to be very close to becoming work-ready and need only specific skills / qualifications to secure a job.</p>	<p>WECA residents who are employed (and likely to be employed within entry-level roles) and require support to progress, including</p> <ul style="list-style-type: none"> Individuals in low-quality employment; Individuals in unsecure employment; Individuals who are under-employed; Individuals who may have 'a job' but do not yet have 'a career'. Individuals who are employed but require additional skills in order to progress / secure sustained, high-quality employment. Individuals who are currently unemployed (or possibly economically inactive but are largely 'work ready' lacking only specific skills 	<p>REGULATED QUALIFICATIONS</p> <ul style="list-style-type: none"> Vocational Skills Functional Skills / Key Skills Resilience Contextualised ESOL for Employment <p>WECA anticipates that the majority of regulated qualifications delivered within this category will be at either level 1 or level 2 (with functional skills at the level appropriate to the learner and their career aspirations).</p> <p>WECA expects to see a strong alignment between the provision planned within this category and the current / anticipated employment opportunities available to WECA residents</p> <p>Provision enabled by the low wage pilot (including further flexibilities to be introduced by WECA) will predominantly fall within this category</p>	<p>PRIMARY</p> <ul style="list-style-type: none"> Sustained High-Quality Employment Apprenticeship <p>SECONDARY</p> <ul style="list-style-type: none"> Regulated Qualifications (primarily L1 / L2) 	<p>This type of provision directly competes with Apprenticeships so should be planned to establish a complimentary offer.</p> <p>Opportunities to address some challenges arising from current Apprenticeship policy, e.g.</p> <ul style="list-style-type: none"> SME Support Young Adults Lower Level Qualifications <p>As the primary target group is employed residents this would need to be delivered in an accessible manner:</p> <ul style="list-style-type: none"> Workplace Delivery Evening Delivery Weekend Delivery Part-Time Delivery Block Delivery Distance Learning <p>As this type of provision is likely to include non-entitlement provision some co-funding will be required in absence of rule changes.</p> <p>WECA anticipates that this category of adult education will be almost exclusively supported by the adult skills funding line</p>

CATEGORY / DEFINITION	PRIMARY TARGET GROUP	EXAMPLES OF PROVISION	MEASURES OF SUCCESS	OTHER CONSIDERATIONS
<p>INTERMEDIATE / HIGHER SKILLS FOR WORK</p> <p>Provision intended equip residents with the skills required to progress within their career or retrain to change career / secure better employment.</p>	<p>WECA residents who are employed (and may have been securely employed for some time in post-entry-level roles) who require support to progress further in their careers or to change their career direction, including:</p> <ul style="list-style-type: none"> Individuals with good general employability skills and workplace experience but require new skills in order to progress and / or retrain. Individuals working for employers with skills shortages Individuals at risk of redundancy <p>WECA is particularly keen to secure provision that supports older residents (i.e. those aged 50 and above) to be retained in employment and /or retrain to secure new employment.</p>	<p>REGULATED QUALIFICATIONS</p> <ul style="list-style-type: none"> Vocational Skills Functional Skills / Key Skills <p>WECA anticipates that the majority of regulated qualifications delivered within this category will be at level 3 and above (with functional skills at the level appropriate to the learner and their career aspirations).</p> <p>WECA expects to see a strong alignment between the provision planned within this category and the current / anticipated employment opportunities available to WECA residents</p>	<p>PRIMARY</p> <ul style="list-style-type: none"> Promotion Career Change Apprenticeship Progression to HE <p>SECONDARY</p> <ul style="list-style-type: none"> Regulated Qualifications (primarily L3+) 	<p>As the primary target group is employed residents this would need to be delivered in an accessible manner:</p> <ul style="list-style-type: none"> Workplace delivery Evening Delivery Weekend Delivery Part-Time Delivery Block Delivery Distance Learning <p>As this type of provision is likely to include non-entitlement provision some co-funding will be required in absence of rule changes.</p> <p>There may be two distinct streams within this category:</p> <ul style="list-style-type: none"> Initiated / led by the individual Initiated / led by the employer <p>WECA anticipates that this category of adult education will be almost exclusively supported by the adult skills funding line</p>

CATEGORY / DEFINITION	PRIMARY TARGET GROUP	EXAMPLES OF PROVISION	MEASURES OF SUCCESS	OTHER CONSIDERATIONS
<p>LEARNING FOR PERSONAL DEVELOPMENT</p> <p>Qualifications undertaken for personal reasons (including learning for learning's sake).</p> <p>May provide access to Higher Education</p>	<p>WECA residents who wish to undertake learning for reasons other than their reengagement or employment including:</p> <ul style="list-style-type: none"> ▪ Learning for learning's sake ▪ Residents who wish to invest in their own learning; ▪ A potential progression route from Engagement Provision; ▪ Provision that primarily provides a route to Higher Education (including that delivered to young adults who did not engage with post-compulsory education at the first opportunity but are now ready to proceed) 	<p>REGULATED QUALIFICATIONS</p> <p>NON-REGULATED COURSES</p>	<p>PRIMARY</p> <ul style="list-style-type: none"> ▪ Regulated qualifications ▪ Non-regulated qualifications <p>SECONDARY</p> <ul style="list-style-type: none"> ▪ Progression to HE 	<p>Much of this provision is likely to fall outside of statutory entitlements and is therefore likely to be co-funded rather than fully funded.</p> <p>WECA anticipates that the majority of funded (and co-funded) provision that falls within this category of adult education will be supported by the adult skills funding line.</p> <p>Community Learning funds may play a small but significant role in supporting residents to progress from engagement provision (where this is the best route for the individual and progression into employment is not a realistic prospect).</p> <p>Community Learning may also play a significant role in terms of provision delivered on a full-cost recovery basis where any proceeds generated should be reinvested to support individuals who would otherwise not be able to afford to access such provision to participate.</p>