

GUIDE TO POLICY AND FUNDING EXPECTATIONS FOR MATHS AND ENGLISH (INCLUDING ESOL) QUALIFICATIONS IN ENGLAND

VERSION 3.1 – MAY 2015

1 Overview

This guide summarises and explores some of the key implications of the following:

1. QCF maths and English qualifications – changes to adult funding rules

Issued by the Skills Funding Agency on 4 June 2014.

2. Government policy statement on maths and English qualifications in post-16 education

Issued by the Department for Education (DfE) and Department for Business, Innovation and Skills (BIS) on 2 July 2014.

3. 16 to 19 funding: maths and English condition of funding – detailed guidance

Issued by the Education Funding Agency (EFA) on 4 December 2014.

4. New QCF ESOL Skills for Life qualifications: funding arrangements for 2014 to 2015

Issued by the Skills Funding Agency on 7 October 2014
with additional **Technical Guidance (PDF)** issued on 31 October 2014.

Please note this document relates only to policy and funding rules in **England.**

Centres in **Wales** should consult the separate City & Guilds guide to numeracy and literacy policy and funding in Wales, which signposts relevant information from the Welsh Government.

Centres in **Northern Ireland** should refer to the Department for Employment and Learning (DEL) Essential Skills strategy (www.delni.gov.uk/essential-skills).

Version history

Version	Date	Description of changes
3.1	May 2015	<ul style="list-style-type: none">Confirmation that the Principles of English/Mathematics (3844) qualifications at Entry 3 and Level 1 have been approved by the Skills Funding Agency for 2015-16.
3.0	February 2015	<ul style="list-style-type: none">Confirmation that the English/Mathematics Skills (3847) that were approved for funding in 2014-15 have also now been approved by the Skills Funding Agency for 2015-16.Details of the 'top up' adult funding arrangements for ESOL Skills for Life qualifications that the Skills Funding Agency announced in October 2014, along with details for the adult funding rate for each qualification within the 4692 suite.Further information about the 16-19 condition of funding, following the additional guidance the Education Funding Agency issued in December 2014.
2.0	September 2014	<ul style="list-style-type: none">Document reordered, with funding rates for 2014-15 added.

2 QCF maths and English qualifications – changes to adult funding rules

The Skills Funding Agency introduced a series of business rules for determining adult funding eligibility for QCF maths and English qualifications in August 2014, replacing the previous system where any of these qualifications would be approved automatically for funding.

These business rules stipulate that **Entry level** and **Level 1** qualifications must be at least **3 credits** in size. From 2015-16, it is also necessary to demonstrate **evidence of demand** for each qualification in order for it to continue attracting funding.

Although there will be **no funding** for any QCF maths and English qualifications at **Level 2** from August 2015, a limited number of **Certificate-sized** qualifications have been approved during 2014-15. This excludes any qualifications with internal/portfolio assessment.

These new rules still allow most of the qualifications and units within City & Guilds' **Mathematics/English Skills (3847)** and **Principles of Using Mathematics/English (3844)** to attract direct funding for adult learners, although there are some exceptions.

It's important to appreciate that these business rules affect **only** adult (19+) learners funded by the Skills Funding Agency – they have no bearing on 16-19 programmes funded via the Education Funding Agency.

The implications for the 3847 and 3844 qualification suites are as follows:

'Themed' Mathematics/English Skills Awards (3847-03 and 3847-23)

All of the themed Awards at Entry 1-3 and Level 1 have been approved for adult skills funding in 2014-15. This is confirmed in the **Simplified Funding Rates Catalogue for 2014-15**. A complete list of these qualifications can be found in **Appendix 1** of this document.

The Level 2 themed Awards are **not** eligible since they are portfolio-assessed and less than 13 credits in size. However, some learners can be funded to achieve individual **units** in maths and English at Level 2 (see below).

Even though the Level 2 themed Awards no longer attract direct funding for adult learners, we are not planning to withdraw any of these qualifications since they continue to be valued by many learners, centres and employers.

English/Mathematics Skills Certificates (3847-02, 3847-23, 3847-92 and 3847-93)

All of the Certificate-sized qualifications at Entry 1-3 and Level 1 are approved for adult skills funding in 2014-15. This is confirmed in the **Simplified Funding Rates Catalogue for 2014-15**. A complete list of these qualifications can be found in **Appendix 1** of this document.

The Level 2 Certificates are **not** eligible since they are portfolio-assessed. The Skills Funding Agency has also advised that no new or amended qualifications at Level 2 will be approved for funding in

2014-15, and that there will be no funding at all for QCF maths and English qualification at Level 2 after 31 July 2015.

Even though the Level 2 Certificates no longer attract direct funding for adult learners, we are not planning to withdraw either of these qualifications since they continue to be valued by many learners, centres and employers.

Single-unit English/Mathematics Skills Awards (3847-01 and 3847-21)

The single-unit Awards are **not** eligible for *qualification*-related funding since they are less than 3 credits in size (and at Level 2 are portfolio-assessed). However, some learners can be funded to achieve individual **units** in maths and English (see below).

Even though the single-unit Awards no longer attract direct funding for adult learners, we are not planning to withdraw any of these qualifications since they continue to be valued by many learners, centres and employers.

Unit funding for individual units in maths and English

Whilst the single-unit Awards are no longer fundable for adults as *qualifications*, some learners (eg unemployed adults and OLASS) can be funded to complete individual **units** in maths and English.

Where this is the case, the recorded aim for funding purposes must be the relevant **unit** number (UAN) rather than the qualification number (QAN). Even if learners are being funded to achieve units rather than qualifications, in practice City & Guilds is able to issue single-unit qualification certificates in respect of these achievements.

Principles of Using Mathematical Techniques and Principles of Using Written and Spoken English (3844-10, 3844-11, 3844-12, 3844-20, 3844-21 and 3844-22)

Each of the 'Principles of' qualifications at Entry 3 and Level 1 have been approved for adult skills funding in 2014-15, along with the Level 2 Certificate in the Principles of Using Mathematical Techniques. This is confirmed in the **Simplified Funding Rates Catalogue for 2014-15**. A complete list of these qualifications can be found in **Appendix 1** of this document.

The Level 2 Award in the Principles of Using Written and Spoken English is **not** eligible since it is less than 13 credits in size. The Skills Funding Agency has also advised that no new or amended qualifications at Level 2 will be approved for funding in 2014-15, and that there will be no funding at all for QCF maths and English qualification at Level 2 after 31 July 2015.

Regardless of the adult funding situation, we are not planning to withdraw either of the Level 2 'Principles of' qualifications, since they continue to be valued by many learners, centres and employers.

Adult Skills funding for 2015-16

The first edition of the Skills Funding Agency's **Simplified Funding Rates Catalogue for 2015-16** was published on 5 February 2015. Under the new requirement to provide evidence of demand, City & Guilds has submitted funding applications for each of the following:

Category of qualification	Approved for 2015-16?
'Themed' Mathematics/English Skills Awards at Entry 1, Entry 2, Entry 3 and Level 1 (3847-03 and 3847-23)	Yes – see Appendix 1
English/Mathematics Skills Certificates at Entry 1, Entry 2, Entry 3 and Level 1 (3847-02, 3847-23, 3847-92 and 3847-93)	Yes – see Appendix 1
Principles of Using Mathematical Techniques at Entry 3 and Level 1 Principles of Using Written and Spoken English at Entry 3 and Level 1 (3844-10, 3844-11, 3844-12 and 3844-20)	Yes – see Appendix 1

3 Government policy on maths and English qualifications

The Department for Education (DfE) and Department for Business, Innovation and Skills (BIS) set out their maths and English policy expectations for all post-16 and adult learners in England in July 2014. The statement reiterates the Government's view that reformed GCSEs in Mathematics and English Language should be the 'standard qualification at Level 2' for full-time 16-19 learners from 2017, although it also confirms continuing support for Functional Skills – especially within Apprenticeships.

That support has since been reinforced by further statements from Skills Minister Nick Boles, as well as by the Education and Training Foundation's review of non-GCSE maths and English qualifications – **Making Maths and English Work for All**.

Policy expectations partly depend on the type of programme learners are following (and how they are funded), although the guiding principles across **all** types of provision are that learners should:

- be challenged to make progress in maths and English from wherever they are
- aim *ultimately* to achieve A*-C GCSE (or the equivalent under the new GCSE grading system) if they have not already done so.

Specific points apply to each of the following programme types:

16-18 study programmes

All 16-18 learners (and 19-25 learners with a Learning Difficulty Assessment or Education and Healthcare Plan) following a study programme, of **150 hours** or more, are required to **study** mathematics and English if they do not already hold A*-C GCSE in these subjects (or the equivalent – see below).

This is a formal condition for accessing learners' programme funding, and it requires them to be *enrolled* for at least one of the following types of qualification (as applicable) during **each academic year** of their programme:

- GCSE or i-GCSE (Level 1-2 Certificates) qualifications that count towards the English Baccalaureate (Ebacc) measure in KS4 performance tables
- Functional Skills
- Free Standing Mathematics Qualifications (FSMQ)*
- ESOL qualifications (eg ESOL Skills for Life).

Details of the City & Guilds qualifications that count towards the maths and English condition of funding can be found in **Appendix 3** of this document.

Do learners have to *achieve* one of the specified qualifications?

It is important to appreciate the condition of funding is a **programme** requirement. It doesn't necessarily require learners to complete (or even to undergo assessment in) one of the qualifications that counts towards the condition; they need only be 'enrolled' to study *towards* it.

* FSMQ is a specific type of qualification – this **doesn't** refer to any QCF maths qualifications.

The Education Funding Agency (EFA) published **further guidance on the condition of funding** in December 2014. This includes a more detailed definition of 'enrolled':

The student must be timetabled to attend lessons or appropriate blended learning and be progressing in the subject. The student also has to meet the qualifying period for funding for each maths and English qualification (6 weeks for a qualification with a planned length of 24 weeks or more, and 2 weeks for a qualification with a planned length of less than 24 weeks). The condition of funding relates to enrolments rather than exam entries and this provides flexibility for institutions to determine when best for a student to be entered for and sit an exam.

In most cases (other than for schools/academies) this will involve including the qualification on learners' Individual Learner Record (ILR).

Of course, enrolling learners for qualifications that they do not subsequently complete is likely to impact on success rates – even if doing so enables the condition of funding to be met.

Are 16-18 learners still allowed to access other qualifications that do not count towards the condition of funding – eg QCF maths and English qualifications?

Again, it's important to remember that the condition of funding is a programme requirement. The list of qualifications that count towards the condition is distinct from the wider list of qualifications approved for use with 16-18 learners (known as Section 96).

Whilst learners must be enrolled for at least one of the qualifications (in maths and in English, as applicable) that counts towards the condition, **there is no inherent reason** why they cannot access other relevant support (including qualifications) as well – particularly if this aids their progress and/or enables them to access a qualification that *does* count towards the condition.

Whilst programmes need to meet the condition of funding, it is also crucial (for inspection and other purposes) that they enable learners to be stretched and demonstrate that they have made progress. It's also important that learners are provided with the necessary support as part of their preparation for accessing a qualification that counts towards the condition of funding.

How will the condition of funding change for 2015-16?

An additional requirement is being introduced from August 2015 for **full-time** (540 or more hours if 16-17, 450 hours or more if 18+) learners who already have Grade D GCSE or equivalent. To meet the condition, they will need to be enrolled for GCSE or I-GCSE during each academic year of their study programme – until they achieve a Grade C or higher, or cease to be EFA-funded.

Again, this **doesn't** prohibit learners from accessing anything else permitted under study programme rules that might increase their chances of success in GCSE. Indeed the **EFA's December 2014 guidance** advises providers to 'use the flexibilities available to tailor a study programme, so that each student is enabled to improve in maths and/or English to the best of their ability'.

One of the examples given is completing a Functional Skills qualification at the start of the year before progressing on to GCSE. All that is required to meet the condition is that the learner be enrolled for GCSE for at least six weeks before the end of the first academic year of their study programme. Whilst QCF maths and English qualifications are not directly mentioned in EFA's guidance, they could also potentially be used in this situation – particularly where learners have initial/diagnostic assessment evidence to help justify support with specific skills gaps. Since these learners must be enrolled for GCSE in any event, it does not especially matter that the other qualifications they access are not on the list of those counting towards the condition of funding.

What about short study programmes of less than 150 planned hours?

The Government **announced in November 2014** that the condition of funding would be applied more flexibly to short study programmes (less than 150 planned hours in an academic year). These learners are not required to work towards any specific maths and English qualifications, although their programme is expected to include at least some maths and English learning.

Whilst there is no requirement to work towards a qualification in maths or English, the QCF maths and English qualifications might nevertheless help to build learners' confidence and help them to demonstrate that they have made progress.

Are there any exemptions from the condition of funding?

Apart from learners on study programmes of less than 150 hours, there are main two categories of learner who can be exempted from the condition:

1. Learners with learning difficulties and/or disabilities, who are assessed as not able to work towards any of the qualifications that count towards the condition of funding.

This is determined at institution level, and in addition to the learner needing to have a statement of Special Educational Need, a Learning Difficulty Assessment or an Education Health and Care Plan, there must be evidence that the learner is not able to work towards one of the qualifications that counts towards the condition. Even where learners are not able to achieve one of these qualifications, it is still expected that their programme should include some form of literacy and numeracy learning.

2. Learners who already have other qualifications established as equivalent to an Ofqual-regulated GCSE at Grade C or above.

For non-UK qualifications, this should involve checking with the **UK National Academic Recognition Information Centre** (UK NARIC).

For the purposes of prior attainment, the following UK-based qualifications are also regarded as equivalent to Ofqual-regulated A*-C Grade GCSEs:

- unregulated I-GCSEs at Grade A*-C
- GCSEs at Grade A*-C obtained in Wales
- GCSEs at Grade A*-C obtained in Northern Ireland
- Scottish Intermediate 2 Certificates at Grade A-C
- Scottish Standard Grades (credit Level) at Grade 1 to 2
- Scottish National 5 certificates at Grade A-C
- A and AS levels at any grade.

Where individual learners are exempt from the condition of funding, this will need to be recorded on the ILR.

Summary of the condition of funding requirements for study programmes

Learner/programme details	Requirements for 2014-15	Requirements for 2015-16
Learner with GCSE at Grade C or above	Exempt from condition of funding	Exempt from condition of funding
Full time learner [†] with GCSE at Grade D	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for GCSE.
Part time learner [‡] with GCSE at Grade D	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.
Full time [†] or part time [‡] learner with GCSE at Grade E or lower (or no GCSE)	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.
Learner studying less than 150 hours without GCSE at Grade C or above	Condition of funding does not apply – although programme should include at least some maths/English learning)	Condition of funding does not apply – although programme should include at least some maths/English learning)
Learner with qualification gained outside England deemed equivalent [§] to GCSE at Grade C or above	Exempt from condition of funding	Exempt from condition of funding
Full time learner [†] with qualification gained outside England equivalent [§] to GCSE at Grade D	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for GCSE.
Part time learner [‡] with qualification gained outside England equivalent [§] to GCSE at Grade D	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.
Full time [†] or part time [‡] learner with qualification gained outside England equivalent [§] to GCSE at Grade E or lower	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.
Learner with statement of SEN/LDA/EHCP and institution assessment confirming they are not able to work towards one of the condition of funding qualifications	Exempt from condition of funding	Exempt from condition of funding
Learner with statement of SEN/LDA/EHCP, but with no internal assessment indicating they cannot work towards one of the condition of funding qualifications.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.	Must be enrolled for at least one of the qualifications listed as counting towards condition of funding.

[†] **Full time** is defined as studying 540 hours or more (if 16-17), or 450 hours or more (if 18+).

[‡] **Part time** is defined as studying 150-539 hours (if 16-17), or 150-449 (if 18+).

[§] See list of other UK qualifications on page 8; international qualifications should be checked with **UK NARIC**.

Are there likely to be further changes to the condition after 2016?

There will most likely be further changes to the condition of funding after 2017, once the reformed GCSEs are in place (eg there'll be no such thing as Grade D within the new GCSEs).

Traineeships

Traineeships **are** subject to the condition of funding, with learners treated as if they were on a part-time (150-539 hours if 16-17, 150-449 hours if 18+) study programme. This means that they are required to **study** maths and English if they have not already achieved GCSE at Grade C or above in these subjects, although that need not necessarily involve working towards GCSE. It does, however, mean their programme should include working towards at least one of the other qualifications that counts towards the condition of funding (eg Functional Skills or ESOL Skills for Life). Again, this does not necessarily preclude learners from accessing other qualifications/support if it helps them to improve their maths and English.

Apprenticeships

Whilst it remains the Government's 'ambition' that all apprentices should work towards the reformed GCSEs, the July 2014 DfE/BIS statement confirmed there would be no change to the maths and English qualification requirements within Apprenticeships from those previously set out in the **Specification of Apprenticeship Standards for England (SASE)** – ie allowing Functional Skills or GCSE achievements to be counted towards Apprenticeship completion.

Nevertheless, all apprentices without A*-C GCSE are expected to study maths and English, as part of their Apprenticeship – even if they already hold qualifications at the minimum level required for Apprenticeship completion. For example, if they are on an Intermediate Apprenticeship and already have Functional Skills at Level 1, they must work towards Functional Skills at Level 2 or GCSE at A*-C (although do not have to achieve this to complete their Apprenticeship). In some cases, the employer groups (sometimes known as 'trailblazers') responsible for the new apprenticeship standards may set additional entrance or completion requirements for particular job roles – eg the new Early Years Educator Apprenticeship specifies that learners must achieve A*-C GCSE by the end of their programme.

Adult (19+) learners (excluding ESOL)

The **Qualification Information Guide** (last updated in February 2015) sets out the range of maths and English qualifications that the Skills Funding Agency will support for adults learners. This includes a full-funding entitlement for any learners that have yet to achieve A*-C GCSE in Mathematics and English. Maths and English qualifications eligible for adult funding include:

- GCSE (and i-GCSE)
- Functional Skills
- QCF qualifications (up to Level 1)
- Free Standing Mathematics Qualifications (FSMQ – see above for details).

The July 2014 DfE/BIS statement confirmed that the following maths and English qualifications would be supported for adults from 2015-16:

- current GCSEs (for one-year courses – last assessments will be in summer 2016)
- reformed GCSEs (for two-year courses – first assessments not until summer 2017)
- Functional Skills (at all levels)
- QCF qualifications (up to Level 1).

Whilst a limited number of Level 2 QCF qualifications were eligible for funding in 2014-15, this definitely **won't** be the case after July 2015 – although it will still be possible to use Functional Skills qualifications at Level 2 as a bridge towards GCSE.

Adult (19+) ESOL provision

The **Qualification Information Guide** confirms the new range of QCF-based ESOL Skills for Life qualifications (eg City & Guilds' 4692 suite) are approved automatically for funding. It also confirms that non-regulated provision can be funded where it supports learners' progress to a regulated aim.

It is important to appreciate that ESOL Skills for Life qualifications (and non-regulated ESOL learning aims) are normally **co-funded** (unless the individual learner is eligible for full funding – eg by being in receipt of, or eligible to receive, active benefits). However, ESOL learners are eligible for full funding if working towards Functional Skills or GCSE.

The Skills Funding Agency published **further details of the funding arrangements for ESOL qualifications** in October 2014, including 'top-up' arrangements that enable providers to draw additional non-regulated funding.

The *qualification* funding rates are based on the standard simplified funding rates matrix (see **Appendix 4**), although in each case it is possible to claim additional top-up funding using the 'non-regulated' funding mechanism where particular ESOL learners require more than the fixed funding rate for the qualification(s) they are working towards.

The top-up arrangements are quite complex (although also potentially quite generous!), so it is important to read the **Skills Funding Agency statement** and **Technical Guidance (PDF)** in full.

We understand the top-up arrangements are likely to continue for 2015-16, although this has yet to be confirmed. In any event, all ESOL Skills for Life QCF qualifications have been approved automatically for funding in 2015-16.

Why such flexible arrangements?

It is worth noting that the Skills Funding Agency is generally more accepting of the need for at least some non-regulated ESOL provision –especially for 'pre-Entry' learners and those with complex needs.

The case for additional flexibility (both in terms of the attitude towards non-regulated provision and the top-up arrangements) was partly informed by research the Government commissioned AoC and NRDC to carry out in early 2014 – see **ESOL Qualifications and funding in 2014: Issues for consideration (PDF)**.

The demand for greater flexibility has to some extent also been addressed by the introduction of single-mode, Award-sized, qualifications in Reading and Writing, as well as in Speaking & Listening.

Wider policy expectations

As with other strands of maths and English policy, the Government would ultimately like ESOL learners to work towards A*-C GCSE or Functional Skills at Level 2, and learners are likewise expected to be challenged to make progress in both English and maths.

ESOL learners and QCF English qualifications

We're aware of a number of instances where QCF English qualifications (especially 3847) are being used successfully to help ESOL learners focus on specific areas of their language development, although please be aware that any Jobcentre Plus mandated learners funded via the interim 'ESOL Plus Mandation funding' are expected to work towards an ESOL-specific qualification or non-regulated aim.

Want to know more?

For more information about City & Guilds' entire range of maths and English products and services, please visit **www.cityandguilds.com/mathsandenglish**.

We'll be updating you regularly via our website and by email. Make sure you and your colleagues don't miss out by ensuring you are signed up to receive maths and English updates in our **Preference Centre**.

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Appendix 1

List of City & Guilds' QCF maths and English qualifications approved for adult funding

Obtained from Skills Funding Agency **Simplified Funding Rates Catalogue 2014-15** and **Simplified Funding Rates Catalogue 2015-16**.

Themed' Mathematics/English Skills Awards (3847-03 and 3847-23)

QAN	Qualification title	Approved 2014-15	Approved 2015-16
600/7524/7	Entry Level Award in Mathematics Skills – Number (Entry 1)	Yes	Yes
600/7492/9	Entry Level Award in Mathematics Skills - Measure, Shape and Space (Entry 1)	Yes	Yes
600/7493/0	Entry Level Award in Mathematics Skills - Handling Data (Entry 1)	Yes	Yes
600/7494/2	Entry Level Award in Mathematics Skills – Number (Entry 2)	Yes	Yes
600/7495/4	Entry Level Award in Mathematics Skills - Measure, Shape and Space (Entry 2)	Yes	Yes
600/7496/6	Entry Level Award in Mathematics Skills - Handling Data (Entry 2)	Yes	Yes
600/7497/8	Entry Level Award in Mathematics Skills – Number (Entry 3)	Yes	Yes
600/7498/X	Entry Level Award in Mathematics Skills - Measure, Shape and Space (Entry 3)	Yes	Yes
600/7499/1	Entry Level Award in Mathematics Skills - Handling Data (Entry 3)	Yes	Yes
600/7505/3	Level 1 Award in Mathematics Skills - Number	Yes	Yes
600/7506/5	Level 1 Award in Mathematics Skills - Measure, Shape and Space	Yes	Yes
600/7507/7	Level 1 Award in Mathematics Skills - Handling Data	Yes	Yes
600/7588/0	Entry Level Award In English Skills - Reading (Entry 1)	Yes	Yes
600/7614/8	Entry Level Award In English Skills – Writing (Entry 1)	Yes	Yes
600/7589/2	Entry Level Award In English Skills - Speaking and Listening (Entry 1)	Yes	Yes
600/7615/X	Entry Level Award In English Skills - Reading (Entry 2)	Yes	Yes
600/7609/4	Entry Level Award In English Skills - Writing (Entry 2)	Yes	Yes
600/7601/X	Entry Level Award In English Skills - Speaking and Listening (Entry 2)	Yes	Yes
600/7608/2	Entry Level Award In English Skills - Reading (Entry 3)	Yes	Yes
600/7607/0	Entry Level Award In English Skills - Writing (Entry 3)	Yes	Yes
600/7600/8	Entry Level Award In English Skills - Speaking and Listening (Entry 3)	Yes	Yes
600/7602/1	Level 1 Award In English Skills - Reading	Yes	Yes

QAN	Qualification title	Approved 2014-15	Approved 2015-16
600/7606/9	Level 1 Award In English Skills - Writing	Yes	Yes
600/7611/2	Level 1 Award In English Skills - Speaking and Listening	Yes	Yes

Mathematics/English Skills Certificates (3847-02, 3847-23, 3847-92 and 3847-93)

QAN	Qualification title	Approved 2014-15	Approved 2015-16
600/7523/5	Entry Level Certificate in Mathematics Skills (Entry 1)	Yes	Yes
600/7515/6	Entry Level Certificate In Mathematics Skills (Entry 2)	Yes	Yes
600/7512/0	Entry Level Certificate in Mathematics Skills (Entry 3)	Yes	Yes
600/7514/4	Level 1 Certificate in Mathematics Skills	Yes	Yes
600/7587/9	Entry Level Certificate in English Skills (Entry 1)	Yes	Yes
600/7593/4	Entry Level Certificate in English Skills (Entry 2)	Yes	Yes
600/7591/0	Entry Level Certificate in English Skills (Entry 3)	Yes	Yes
600/7595/8	Level 1 Certificate in English Skills	Yes	Yes

Principles of Using Mathematical Techniques (3844-12, 3844-20 and 3844-22)

QAN	Qualification title	Approved 2014-15	Approved 2015-16
601/1288/8	Entry Level Certificate in the Principles of Using Mathematical Techniques (Entry 3)	Yes	Yes
600/7655/0	Level 1 Certificate in the Principles of Using Mathematical Techniques	Yes	Yes
600/7656/2	Level 2 Certificate in the Principles of Using Mathematical Techniques**	Yes	No

Principles of Using Written and Spoken English (3844-10 and 3844-11)

QAN	Qualification title	Approved 2014-15	Approved 2015-16
601/1420/4	Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)	Yes	Yes
600/7917/4	Level 1 Award in the Principles of Using Written and Spoken English	Yes	Yes

** Please note Level 2 qualifications are in any event approved **only** until 31 July 2015.

Appendix 2 List of City & Guilds' QCF maths and English units approved for adult funding

Obtained from Skills Funding Agency **Simplified Funding Rates Catalogue 2014-15**.
Information about unit funding arrangements for 2015-16 is anticipated shortly.

Mathematics Skills (3847) units

UAN	Unit title	CG Qual Code	Level	Credit	Weighted Funding Rate
K/504/5100	Measure, shape and space – common shapes and positional vocabulary	3847-21	Entry 1	1	£50
M/504/5096	Measure, shape and space – money	3847-21	Entry 1	1	£50
A/504/5098	Measure, shape and space – size, length, width and height	3847-21	Entry 1	1	£50
T/504/5097	Measure, shape and space – time	3847-21	Entry 1	1	£50
F/504/5099	Measure, shape and space – weight and capacity	3847-21	Entry 1	1	£50
M/504/5101	Handling data - extract and sort data	3847-21	Entry 1	2	£100
T/504/5102	Handling data - represent information	3847-21	Entry 1	2	£100
H/504/5094	Number – addition	3847-21	Entry 1	2	£100
K/504/5095	Number – subtraction	3847-21	Entry 1	2	£100
D/504/5093	Number – whole numbers to 10	3847-21	Entry 1	2	£100
R/504/5110	Measure, shape and space – length	3847-21	Entry 2	1	£50
D5045112	Measure, shape and space – shapes and positional vocabulary	3847-21	Entry 2	1	£50
L/504/5316	Measure, shape and space – time	3847-21	Entry 2	1	£50
Y/504/5111	Measure, shape and space – weight, capacity and temperature	3847-21	Entry 2	1	£50
F/504/5104	Number – addition	3847-21	Entry 2	1	£50
L/504/5106	Number – fractions	3847-21	Entry 2	1	£50
R/504/5107	Number – multiplication	3847-21	Entry 2	1	£50
J/504/5105	Number – subtraction	3847-21	Entry 2	1	£50
K/504/5114	Handling data – collect and represent information	3847-21	Entry 2	2	£100
H/504/5113	Handling data – extract and sort data	3847-21	Entry 2	2	£100
Y/504/5108	Measure, shape and space – money	3847-21	Entry 2	2	£100
A/504/5103	Number – whole numbers to 100	3847-21	Entry 2	2	£100
F/504/5121	Measure, shape and space – money	3847-21	Entry 3	1	£50
J/504/5122	Measure, shape and space – temperature and time	3847-21	Entry 3	1	£50
T/504/5116	Number – addition and subtraction	3847-21	Entry 3	1	£50

UAN	Unit title	CG Qual Code	Level	Credit	Weighted Funding Rate
A/504/5120	Number – decimals	3847-21	Entry 3	1	£50
J/504/5119	Number – division	3847-21	Entry 3	1	£50
A/504/5117	Number – fractions	3847-21	Entry 3	1	£50
F/504/5118	Number – multiplication	3847-21	Entry 3	1	£50
R/504/5124	Handling data – extract and use data	3847-21	Entry 3	2	£100
Y/504/5125	Handling data – represent information	3847-21	Entry 3	2	£100
R/504/5320	Measure, shape and space – length, weight, capacity and shapes	3847-21	Entry 3	2	£100
M/504/5115	Number – whole numbers to 1000	3847-21	Entry 3	2	£100
T/504/5231	Handling Data – collect, organise and represent data	3847-21	Level 1	1	£50
M/504/5230	Handling data – extract and interpret data	3847-21	Level 1	1	£50
A/504/5232	Handling Data – mean and range	3847-21	Level 1	1	£50
T/504/5228	Handling data – probability	3847-21	Level 1	1	£50
M/504/5227	Measure, shape and space – length, weight and capacity	3847-21	Level 1	1	£50
K/504/5226	Measure, shape and space - money, time and temperature	3847-21	Level 1	1	£50
R/504/5222	Number – decimals	3847-21	Level 1	1	£50
D/504/5224	Number – percentages	3847-21	Level 1	1	£50
R5045317	Measure, shape and space - calculate using shape and space	3847-21	Level 1	2	£100
L/504/5221	Number – fractions, ratio and proportion	3847-21	Level 1	2	£100
R/504/5219	Number – positive and negative numbers	3847-21	Level 1	2	£100
T/504/5259	Handling data – collect and use data	3847-21	Level 2	1	£50
H5045242	Handling data – extract and interpret data	3847-21	Level 2	1	£50
D/504/5241	Handling Data – probability	3847-21	Level 2	1	£50
Y/504/5240	Measure, shape and space – length, weight and capacity	3847-21	Level 2	1	£50
H/504/5239	Measure, shape and space – money, time and temperature	3847-21	Level 2	1	£50
J/504/5234	Number – decimals	3847-21	Level 2	1	£50
D/504/5238	Measure, shape and space – shape and space	3847-21	Level 2	2	£100
F/504/5233	Number – percentages	3847-21	Level 2	2	£100

English Skills (3847) units

UAN	Unit title	CG Qual code	Level	Credit	Weighted Funding Rate
R/504/1557	Reading – reading for meaning	3847-01	Entry 1	2	£100
L/504/4991	Reading - reading words, signs and symbols	3847-01	Entry 1	2	£100
R/504/4992	Reading – using reading skills	3847-01	Entry 1	2	£100
D/504/4994	Speaking and listening – speaking and listening to obtain information	3847-01	Entry 1	2	£100
Y/504/4993	Speaking and listening – speaking and listening to provide information	3847-01	Entry 1	2	£100
H/504/4995	Speaking and listening – speaking and listening to take part in a conversation	3847-01	Entry 1	2	£100
K/504/4996	Writing – using grammar and punctuation in writing	3847-01	Entry 1	2	£100
J/504/4990	Writing – using structure in writing	3847-01	Entry 1	2	£100
J/504/5959	Writing – writing letters of the alphabet and spelling words	3847-01	Entry 1	2	£100
T/504/4998	Reading - reading and understanding the meaning of words	3847-01	Entry 2	2	£100
H/504/5001	Reading – reading for meaning	3847-01	Entry 2	2	£100
D/504/5000	Reading – using reading skills	3847-01	Entry 2	2	£100
T/504/5004	Speaking and listening – speaking and listening in a conversation	3847-01	Entry 2	2	£100
M5045003	Speaking and listening – speaking and listening to obtain information	3847-01	Entry 2	2	£100
K/504/5002	Speaking and listening - speaking and listening to provide information	3847-01	Entry 2	2	£100
A/5045/005	Writing – using grammar and punctuation in writing	3847-01	Entry 2	2	£100
A/504/4999	Writing – using structure to write simple text	3847-01	Entry 2	2	£100
H/504/1563	Reading - reading for meaning	3847-01	Entry 3	2	£100
L/504/5008	Reading - using reading strategies	3847-01	Entry 3	2	£100
L/504/5011	Speaking and listening – speaking and listening to take part in a discussion	3847-01	Entry 3	2	£100
J/504/5010	Speaking and listening – speaking and listening to obtain information	3847-01	Entry 3	2	£100
R/504/5009	Speaking and listening – speaking and listening to provide information	3847-01	Entry 3	2	£100
Y/504/5013	Writing – using planning and organisation in writing	3847-01	Entry 3	2	£100
D/504/5014	Writing – writing to communicate	3847-01	Entry 3	2	£100

UAN	Unit title	CG Qual code	Level	Credit	Weighted Funding Rate
M/504/5017	Reading - reading for meaning	3847-01	Level 1	2	£100
D/504/5322	Reading – using reading strategies	3847-01	Level 1	2	£100
H/504/5015	Reading – using reading to extend vocabulary	3847-01	Level 1	2	£100
T/504/5018	Speaking and listening – presenting information by speaking and listening	3847-01	Level 1	2	£100
A/504/5019	Speaking and listening - speaking and listening to obtain information	3847-01	Level 1	2	£100
M/504/5020	Speaking and listening – speaking and listening to take part in a discussion	3847-01	Level 1	2	£100
A/504/5022	Writing – planning and organising writing	3847-01	Level 1	2	£100
T/504/5021	Writing – using grammar, punctuation and spelling in writing	3847-01	Level 1	2	£100
F/504/5023	Writing – using structure and content in writing	3847-01	Level 1	2	£100
D/504/5031	Reading – reading for meaning	3847-01	Level 2	2	£100
H/504/5323	Reading – using reading strategies	3847-01	Level 2	2	£100
Y/504/5027	Reading – using reading to develop vocabulary	3847-01	Level 2	2	£100
M/504/5034	Speaking and listening – obtaining information by speaking and listening	3847-01	Level 2	2	£100
H/504/5032	Speaking and listening – presenting information by speaking and listening	3847-01	Level 2	2	£100
T/504/5035	Speaking and listening – speaking and listening to take part in a discussion	3847-01	Level 2	2	£100
J/504/5038	Writing – planning and organising writing	3847-01	Level 2	2	£100
A/504/5036	Writing – using grammar, punctuation and spelling in writing	3847-01	Level 2	2	£100
L/504/5039	Writing – writing for clear communication	3847-01	Level 2	2	£100

Principles of Using Mathematics/English (3844)

The following units from the 3844 are also **nominally** eligible for unit funding, although in practice there should no need to claim unit funding since these are also fundable as single-unit qualifications.

UAN	Unit title	CG Qual Code	Level	Credit
T/505/5760	Principles of using written and spoken English	3844-10	Entry 3	10
L/504/6837	Principles of using written and spoken English	3844-11	Level 1	10
K/505/2399	Principles of using mathematical techniques	3844-20	Entry 3	13
F/504/5524	Principles of using mathematical techniques	3844-12	Level 1	13
J/504/5525	Principles of using mathematical techniques	3844-22	Level 2	13

Appendix 3

List of City & Guilds maths and English qualifications that will satisfy the condition of funding for 16-18 learners

Obtained from Government's Learning Aims Hub, following **Education Funding Agency search guidance** (information correct as of February 2015).

Meets condition of funding for	QAN	Qualification title	CG Qual Code	Qualification type description
Maths	501/0637/5	Functional Skills qualification in mathematics at Entry 1	3748-02	Functional skills
Maths	501/1821/3	Functional Skills qualification in mathematics at Entry 2	3748-02	Functional skills
Maths	501/1820/1	Functional Skills qualification in mathematics at Entry 3	3748-02	Functional skills
Maths	501/0986/8	Functional Skills Qualification in mathematics at level 1	3748-02	Functional skills
Maths	501/0987/X	Level 2 Award in Functional Skills mathematics	3748-02	Functional skills
English	501/1317/3	Functional Skills Qualification in English at Entry 1	3748-01	Functional skills
English	500/9837/8	Functional Skills Qualification in English at Entry 2	3748-01	Functional skills
English	500/9838/X	Functional Skills Qualification in English at Entry 3	3748-01	Functional skills
English	500/9319/8	Functional Skills Qualification in English at Level 1	3748-01	Functional skills
English	500/9318/6	Functional Skills Qualification in English at Level 2	3748-01	Functional skills
English	601/4186/4	City & Guilds Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4189/X	City & Guilds Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (QCF)	4692-01	English for speakers of other languages (ESOL)

Meets condition of funding for	QAN	Qualification title	CG Qual Code	Qualification type description
English	601/4192/X	City & Guilds Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4195/5	City & Guilds Level 1 Award in ESOL Skills for Life (Reading) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4198/0	City & Guilds Level 2 Award in ESOL Skills for Life (Reading) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4188/8	City & Guilds Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4191/8	City & Guilds Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4194/3	City & Guilds Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4197/9	City & Guilds Level 1 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4200/5	City & Guilds Level 2 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4187/6	City & Guilds Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4190/6	City & Guilds Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4193/1	City & Guilds Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4196/7	City & Guilds Level 1 Award in ESOL Skills for Life (Writing) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4199/2	City & Guilds Level 2 Award in ESOL Skills for Life (Writing) (QCF)	4692-01	English for speakers of other languages (ESOL)
English	601/4075/6	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 1) (QCF)	4692-02 4692-92	English for speakers of other languages (ESOL)

Meets condition of funding for	QAN	Qualification title	CG Qual Code	Qualification type description
English	601/4077/X	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF)	4692-02 4692-92	English for speakers of other languages (ESOL)
English	601/4078/1	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 3) (QCF)	4692-02 4692-92	English for speakers of other languages (ESOL)
English	601/4079/3	City & Guilds Level 1 Certificate in ESOL Skills for Life (QCF)	4692-02 4692-92	English for speakers of other languages (ESOL)
English	601/4076/8	City & Guilds Level 2 Certificate in ESOL Skills for Life (QCF)	4692-02 4692-92	English for speakers of other languages (ESOL)
English	100/3740/8	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 1)	3692-01 3692-07	English for speakers of other languages (ESOL)
English	100/3741/X	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 2)	3692-02 3692-07	English for speakers of other languages (ESOL)
English	100/3742/1	City & Guilds Entry Level Certificate in ESOL Skills for Life (Entry 3)	3692-03 3692-07	English for speakers of other languages (ESOL)
English	100/3743/3	City & Guilds Level 1 Certificate in ESOL Skills for Life	3692-11	English for speakers of other languages (ESOL)
English	100/3744/5	City & Guilds Level 2 Certificate in ESOL Skills for Life	3692-12	English for speakers of other languages (ESOL)
English	100/4899/6	City & Guilds Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 1)	3692-21	English for speakers of other languages (ESOL)
English	100/4900/9	City & Guilds Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)	3692-22	English for speakers of other languages (ESOL)
English	100/4901/0	City & Guilds Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3)	3692-23	English for speakers of other languages (ESOL)
English	100/4902/2	City & Guilds Level 1 Certificate in ESOL Skills for Life (Speaking and Listening)	3692-24	English for speakers of other languages (ESOL)
English	100/4903/4	City & Guilds Level 2 Certificate in ESOL Skills for Life (Speaking and Listening)	3692-25	English for speakers of other languages (ESOL)

NB: the 3692 suite of ESOL Skills for Life qualifications has been replaced by 4692 and is now **closed** to new starts.

Appendix 4

Adult Skills funding rates for City & Guilds ESOL Skills for Life (QCF) qualifications (4692)

Obtained from Skills Funding Agency **Simplified Funding Rates Catalogue 2014-15**
and **Simplified Funding Rates Catalogue 2015-16**.

Awards – single-mode qualifications

Title and level	City & Guilds number	Accreditation number	Credit / GLH	2014-15 ^{††} funding rate
Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) (QCF)	4692-01	601/4186/4	9 / 76	£450
Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) (QCF)	4692-01	601/4187/6	9 / 76	£450
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (QCF)	4692-01	601/4188/8	11 / 85	£450
Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) (QCF)	4692-01	601/4189/X	9 / 76	£450
Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) (QCF)	4692-01	601/4190/6	9 / 76	£450
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (QCF)	4692-01	601/4191/8	11 / 85	£450
Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) (QCF)	4692-01	601/4192/X	9 / 55	£450
Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) (QCF)	4692-01	601/4193/1	11 / 86	£450
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (QCF)	4692-01	601/4194/3	12 / 73	£600
Level 1 Award in ESOL Skills for Life (Reading) (QCF)	4692-01	601/4195/5	11 / 66	£450
Level 1 Award in ESOL Skills for Life (Writing) (QCF)	4692-01	601/4196/7	11 / 82	£450
Level 1 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	4692-01	601/4197/9	12 / 73	£600
Level 2 Award in ESOL Skills for Life (Reading) (QCF)	4692-01	601/4198/0	11 / 66	£450
Level 2 Award in ESOL Skills for Life (Writing) (QCF)	4692-01	601/4199/2	11 / 82	£450
Level 2 Award in ESOL Skills for Life (Speaking and Listening) (QCF)	4692-01	601/4200/5	12 / 73	£600

^{††} Rates for 2015-16 are expected to be confirmed shortly. Funding approval is automatic.

Certificates – full-mode qualifications

Title and level	City & Guilds number	Accreditation number	Credit / GLH	2014-15 funding rate
Entry Level Certificate in ESOL Skills for Life (Entry 1) (QCF)	4692-02 4692-92	601/4075/6	29 / 237	£1,265
Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF)	4692-02 4692-92	601/4077/X	29 / 237	£1,265
Entry Level Certificate in ESOL Skills for Life (Entry 3) (QCF)	4692-02 4692-92	601/4078/1	32 / 214	£1,265
Level 1 Certificate in ESOL Skills for Life (QCF)	4692-02 4692-92	601/4079/3	34 / 221	£1,265
Level 2 Certificate in ESOL Skills for Life (QCF)	4692-02 4692-92	601/4076/8	34 / 221	£1,265