

Your Guide to Policy and Funding

Cambridge Progression and Functional Skills



Currently being updated following
recent announcements – July 15



CONFUSED ABOUT FUNDING FOR ENGLISH AND MATHS?

This guide aims to help you understand the funding picture and how you can build programmes that will help your learners effectively gain these vital skills.

16–19

In order to meet the funding condition, learners must be enrolled on a programme leading towards GCSE or 'stepping stone' qualifications (ie Functional Skills English and Maths or Free Standing Maths Qualifications).

Does this mean only these qualifications can be offered?

No. The flexibility of study programmes allows you to include other supporting qualification aims or non-qualification activity that would support the learner's broader programme.

How do English and Maths fit in?

I'm sure you've heard of the saying 'if you do what you've always done, then you get what you've always got'. The same is true of English and Maths learning. If a learner didn't get a C or above at GCSE on the first attempt and the only intervention they receive is the same style and format of teaching that didn't work for them before, then it's unlikely that they will progress. An effective programme would identify the weaknesses in the learner's underpinning English and Maths skills, teach them those skills and then show them how to apply those skills in GCSE or how to develop process skills to lead to Functional Skills.

This is where Cambridge Progression comes in.

Cambridge Progression qualifications and units in English and Maths are an ideal way to address your learners' underpinning skills gaps and help encourage them to progress to Functional Skills or GCSEs. Our approach means that your teaching can focus on the specific skills your learners need and that learners are able to progress with confidence.



19+

There is no funding condition for adult learners. Funding is available for:

- GCSE (including iGCSE) English and Maths
- Functional Skills English and Maths
- Free Standing Maths Qualifications
- Qualifications and Credit Framework (QCF) English and Maths units and qualifications.

GCSE and Functional Skills qualifications are automatically funded by the Skills Funding Agency (SFA). However, QCF English and Maths qualifications have to meet specific rules in order to be approved.

While the whole Cambridge Progression suite is funded, there are differences in how you access this funding. Qualifications at Entry Level and Level 1 are funded as long as they are 3 credits or larger; at Level 2 only the Certificate-sized qualification is funded as Level 2 qualifications must be 13 credits or larger. For units that are 1 or 2 credits, these are available through the unit offer. We have included details on which learning aim you should use for each in the table at the back of this brochure.

A SUMMARY OF GUIDANCE FROM THE SKILLS FUNDING AGENCY

All QCF English and Maths qualifications have to meet three new business rules to be approved for funding. These rules, which all QCF English and Maths qualifications must meet in order to receive funding, are:

1. Size

Entry and Level 1: 3+ credits
Level 2: 13+ credits (Certificates)

2. Recognition

Awarding organisations must provide evidence of demand from at least five providers confirming demand for at least 50 learners.

3. Assessment

Level 2 qualifications will be subject to awarding organisation set assessment and not internally assessed portfolios.

Funding is also available as part of the unit offer for all units of larger qualifications that are approved. The guidance can be found on the SFA website.

OCR-Funded Qualifications

The Cambridge Progression suite of qualifications meets the funding requirements and is fundable for learners looking to improve their English and Maths skills.

The **whole** of the Cambridge Progression suite at Entry 1 – Level 2 is eligible for funding.

Qualifications at Entry Level and Level 1 that are 3 credits or larger meet the new business rules and the Certificate-sized qualifications at Level 2 meet the business rules. Individual units that are 1 or 2 credits, or all units at Level 2, are available as part of the unit offer. We recommend for individual units, that the learning aim is the unit reference number and for the Certificate qualifications, that the learning aim is the qualification number. See Tables 1 and 2 for details.

STEP-BY-STEP GUIDE – HOW TO FIND CAMBRIDGE PROGRESSION ON THE SFA FUNDING LIST

Guidance from the SFA

On the Government's website the SFA has published a three-page note explaining how to access the list of qualifications that meet the funding condition on the provision of English and Maths. The list of qualifications that meet the funding condition on the provision of English and Maths is now kept up to date on the Learning Aim Reference Service (LARS) using the validity categories EFAConFundEnglish and EFAConFundMaths. You can access LARS on the Hub.

To return a list of qualifications that meet the condition of funding, simply select either 'English qualification validity for EFA Funding condition', 'Maths qualification validity for EFA Funding condition' or both and click on the search button.

Our step-by-step guide

- Go to the SFA website –
www.gov.uk/government/publications/qualifications-simplified-funding-rates-2014-to-2015
- Open document titled – 'Simplified funding rates, 2014 to 2015'.
 - o To find regulated awards that are 3+ credits, use the 'QCF Regulated Units' tab on the Excel spreadsheet.
 - o Filter 'Qualifications' tab on the Excel spreadsheet.
 - Filter 'OCR' in the 'Awarding Organisation Acronym' column.
 - * To filter select the 'Data' Excel tab and select 'Filter'.
 - * Find the 'Awarding Organisation Acronym' column and select the down arrow.
 - * Click 'Select All' to deselect all awarding organisations.
 - * Find 'OCR' and tick the box to select only OCR qualifications.
 - Filter 'Foundations for Learning and Life' in the 'Sector Subject Area Tier 2 Description' column.
 - * Find the 'Sector Subject Area Tier 2 Description' column and select the down arrow.
 - * Click 'Select All' to deselect all sectors/subjects.
 - * Find 'Foundations for Learning and Life' and tick the box to select only these units.
 - The 'Learning Aim Reference' will be the 'Qualification Number' which can be located in the English and Maths Centre Handbooks located on the OCR website.
 - N.B. Only awards/qualifications that are 3+ credits will appear in this tab, see below for instructions for 2 credits and below.
 - o To find regulated awards that are under 3 credits, use the 'QCF Regulated Units' tab on the Excel spreadsheet.
 - Filter 'Foundations for Learning and Life' in the 'Sector Subject Area Tier 2 Description' column.
 - * To filter select the 'Data' Excel tab and select 'Filter'.
 - * Find the 'Sector Subject Area Tier 2 Description' column and select the down arrow.
 - * Click 'Select All' to deselect all sectors/subjects.
 - * Find 'Foundations for Learning and Life' and tick the box to select only these units.
 - The 'Learning Aim Reference' will be the 'Unit Reference Number' which can be located in the English and Maths Centre Handbooks located on the OCR website.
 - N.B. Only awards under 3 credits will appear in this tab.



FREQUENTLY ASKED QUESTIONS

Q: How do my learners succeed with their English and Maths?

A: An effective programme should identify the learner's gaps in their underpinning English and Maths skills, teach them those skills, and how to apply those skills in GCSE or how to develop process skills to lead to Functional Skills. The Cambridge Progression qualifications are an ideal solution for developing these underpinning skills.

Q: Are the Cambridge Progression English and Maths qualifications funded by the SFA?

A: Yes. The OCR Cambridge Progression suite of qualifications continues to meet the new funding requirements.

Q: If a unit is less than three credits, is it funded (eg Level 1 Cambridge Award in Mathematics, which is one credit)?

A: Yes. The SFA guidance states that units of approved larger qualifications will be available for funding as part of the unit offer.

Q: How will this affect centres requiring funding?

A: Centres need to declare a 'learning aim'. This could be a qualification, a unit or part of a programme, eg work experience. Each learning aim has its own learning aim reference code:

- For units, the unit reference number (URN)
- For qualifications, the qualification number (QN).

Unit reference numbers and qualification numbers can be located in the Cambridge Progression Centre Handbooks which are available on the qualification pages of the OCR website or see Tables 1 and 2 at the end of this brochure.

Q: Are the Cambridge Progression qualifications on the Education Funding Agency (EFA) funding list for 16 to 18-year-olds?

A: Since the introduction of study programmes, individual qualifications are not funded. However, there is a funding condition for learners who have not achieved the GCSE A*–C threshold. The funding condition requires providers to put those learners on an English and Maths programme. To meet the funding condition, providers must use GCSE, Functional Skills or Free Standing Maths Qualifications (FSMQ). However, Functional Skills and FSMQ are seen as 'stepping stones' to GCSE and it is the intention that the requirement becomes GCSE-only once the revised qualifications are in place. For programmes starting in 2015, learners who previously achieved a D in GCSE must complete a GCSE programme. The Cambridge Progression suite of qualifications is approved in Section 96. While they do not meet the funding condition itself, Cambridge Progression qualifications are suitable as additional support to help learners reach their GCSE or Functional Skills threshold and can become part of the study programme for 16 to 18-year-olds.

Q: If my candidate's aim is to achieve the Cambridge Certificate in English/Maths (ie 13 credits), what do I need to do?

A: Make entries with OCR as normal for the unit(s) required, for the Certificate. **For the learning aim on the Individual Learning Record (ILR), state the qualification number.

Q: If my candidate's aim is to achieve the unit, what do I need to do?

A: Make entries with OCR as normal for the unit(s) required. **For the learning aim on the ILR, state the unit reference number.

Q: If my candidate's aim is to achieve a GCSE, what do I need to do?

A: Make entries with OCR as normal for the unit(s) required. **For the learning aim on the ILR, state that the aim is GCSE English or Maths.

** OCR recommends using the Diagnostic Assessment Tool which is available through OCR Interchange to inform which skills gaps need to be taught prior to starting a Cambridge Progression qualification.

Q: Are the Cambridge Progression qualifications approved for OLASS?

A: Yes. The same SFA approval rules exist for the adult skills budget and OLASS.

Q: How does the Cambridge Progression suite fit with OLASS funding priorities?

A: The SFA funding rules define OLASS priority learning aims as:

- Initial assessment of English and Maths
- English and Maths and ESOL
- Vocational qualifications, including Information and Communications Technology (ICT)
- Employability skills (these may include a wide range of team working, personal, social and other skills).

The Cambridge Progression suite contributes to the English and Maths and ESOL aim.

For Entry Level and Level 1, all the Cambridge Progression Awards that are 3 credits or larger are approved, as well as the Cambridge Progression Certificates in English and Maths. All Cambridge Progression units (including those at 1 and 2 credits) are approved for the unit offer.

Our FREE Level Checker and the Diagnostic Assessment Tool can also support the initial assessment of English and Maths. These are available to approved centres through our secure website, Interchange.



CASE STUDIES

Case Study 1

Joe Smith, 16. GCSE results: English D, Maths F. Initial Assessment: English Level 1, Maths Entry Level 3.

Actions:

Joe is given a Level 2 English Diagnostic Assessment (Ofsted says learners must be placed on a programme the level above their Initial Assessment). Skills gaps identified in reading, comprehension, grammar, spelling and writing complex sentences.

He is given a Level 1 Maths Diagnostic Assessment. Skills gaps identified in fractions, calculations, measurement and time.

Two-year action plan. First-year study programme: Individualised Learner Record (ILR) aim Functional Skills English Level 2 and using three Level 2 Cambridge Progression English units to secure underpinning skills in first part of year, then in second half Functional Skills delivery. Second year: ILR aim GCSE English.

First year study programme: ILR aim Functional Skills Maths Level 1 and three Level 1 Cambridge Progression Maths units in first part of year, then in second half Functional Skills. Second year: ILR aim Functional Skills Maths Level 2 and appropriate Cambridge Progression Maths units.

Joe will only be placed on a GCSE Maths study programme when the college is confident that Joe will succeed. From the original Entry Level 3 score, it will realistically take a third year of learning before he has mastered the Level 2 underpinning skills needed to begin a GCSE Maths study programme.

Case Study 2

Emily Jones, 16. GCSE results: English C, Maths D. Initial Assessment: English Level 1, Maths Level 1.

Actions:

Although Emily's Initial Assessment shows that she is not secure in her Level 2 skills, she has achieved a C grade in English so won't receive any more funding at Level 2. Emily is given a Level 2 Maths Diagnostic Assessment. Skills gaps identified in fractions and data interpretation.

Because there were few skills gaps and Emily is motivated, the centre decides to place Emily on a GCSE Maths study programme. She will do two Cambridge Progression units at the beginning of the year which are contextualised into the GCSE programme. She has to be secure in these underpinning skills to be able to fully participate in the GCSE learning. The centre is confident that she will succeed with her Maths GCSE retake. If they weren't confident because she had too many Level 2 skills gaps, they would have placed her on a Level 2

Functional Skills Maths study programme and waited until the second year to enrol her for GCSE Maths.

Support

If you have any further questions, please get in touch with our Customer Contact Centre.

Telephone: **02476 851509** Email: funding@ocr.org.uk Web: ocr.org.uk/englishandmaths

Why not meet us and network with colleagues at one of our regional CPD events. To book your place visit cpdhub.ocr.org.uk



Table 1: English

Scheme Code	Unit Reference Number (URN)	Unit Title	Qualification Number (QN)	Award Title	Credit	Funding Value
05425	J5045864	Read for purpose and meaning in simple texts	60074516	OCR Entry Level Cambridge Award in English: Read simple texts (Entry 1)	1	£50
05430	F5045863	Understand simple words and punctuation	60074528	OCR Entry Level Cambridge Award in English: Understand words (Entry 1)	4	£150
05435	Y5045898	Construct simple sentences	6007453X	OCR Entry Level Cambridge Award in English: Construct simple sentences (Entry 1)	4	£150
05443	T5045570	Speak to provide information	60074541	OCR Entry Level Cambridge Award in English: Speaking skills (Entry 1)	2	£100
05721	R5045530	Listen and respond to simple phrases	60074553	OCR Entry Level Cambridge Award in English: Listening and responding skills (Entry 1)	2	£100
05426	H5045869	Read for purpose and meaning in straightforward texts	60074565	OCR Entry Level Cambridge Award in English: Read straightforward texts (Entry 2)	1	£50
05431	D5045868	Understand simple phrases and sentences	60074577	OCR Entry Level Cambridge Award in English: Understand sentences (Entry 2)	4	£150
05436	H5045872	Construct straightforward compound sentences	60074589	OCR Entry Level Cambridge Award in English: Construct straightforward compound sentences (Entry 2)	4	£150
05444	J5045573	Speak to provide and request information	60074590	OCR Entry Level Cambridge Award in English: Speaking skills (Entry 2)	2	£100
05722	Y5045531	Listen and respond to detail	60074607	OCR Entry Level Cambridge Award in English: Listening and responding skills (Entry 2)	2	£100
05427	D5045854	Read for purpose and meaning in straightforward continuous texts	60074619	OCR Entry Level Cambridge Award in English: Read straightforward texts (Entry 3)	2	£100
05432	T5045844	Understand meaning in compound sentences	60074620	OCR Entry Level Cambridge Award in English: Understand sentences (Entry 3)	3	£150
05437	A5045862	Construct compound sentences	60074632	OCR Entry Level Cambridge Award in English: Construct compound sentences (Entry 3)	2	£100
05440	K5045856	Plan and sequence texts	60074644	OCR Entry Level Cambridge Award in English: Plan and sequence texts (Entry 3)	2	£100
05445	L5045574	Speak to communicate information, ideas and opinions	60074656	OCR Entry Level Cambridge Award in English: Speaking skills (Entry 3)	2	£100

Scheme Code	Unit Reference Number (URN)	Unit Title	Qualification Number (QN)	Award Title	Credit	Funding Value
05448	D5045580	Contribute to discussions	60074668	OCR Entry Level Cambridge Award in English: Discussion skills (Entry 3)	2	£100
05723	K5045534	Listen and respond to specific information	6007467X	OCR Entry Level Cambridge Award in English: Listening and responding skills (Entry 3)	2	£100
05428	L5045865	Read for purpose and meaning in texts on a variety of topics	60074681	OCR Level 1 Cambridge Award in English: Read a variety of straightforward texts	4	£150
05433	Y5045867	Interpret meaning in sentences in straightforward texts	60074693	OCR Level 1 Cambridge Award in English: Interpret meaning in sentences	2	£100
05438	R5045866	Construct compound sentences	6007470X	OCR Level 1 Cambridge Award in English: Construct compound sentences	2	£100
05441	A5045893	Plan and sequence texts	60074711	OCR Level 1 Cambridge Award in English: Plan and sequence texts	3	£150
05446	H5045578	Speak to communicate information, ideas and opinions	60074723	OCR Level 1 Cambridge Award in English: Speaking skills	2	£100
05449	M5045583	Develop discussions	60074735	OCR Level 1 Cambridge Award in English: Discussion skills	3	£150
05724	F5045541	Listen to actively respond in dialogue	60074747	OCR Level 1 Cambridge Award in English: Listening and responding skills	2	£100
05429	A5045876	Read for implied purpose and meaning	60074759	OCR Level 2 Cambridge Award in English: Read complex texts	4	£150
05434	K5045873	Interpret meaning in sentences in complex texts	60074760	OCR Level 2 Cambridge Award in English: Interpret meaning in sentences	2	£100
05439	R5045883	Construct complex sentences	60074772	OCR Level 2 Cambridge Award in English: Construct complex sentences	3	£150
05442	F5045877	Plan and adapt texts	60074784	OCR Level 2 Cambridge Award in English: Plan and adapt texts	2	£100
05447	K5045579	Speak to communicate information, ideas and opinions	60074796	OCR Level 2 Cambridge Award in English: Speaking skills	1	£50
05450	A5045585	Manage discussions	60074802	OCR Level 2 Cambridge Award in English: Discussion skills	3	£150
05725	L5045543	Listen to respond in a constructive manner	60074814	OCR Level 2 Cambridge Award in English: Listening and responding skills	2	£100

Table 2: Maths

Scheme Code	Unit Reference Number (URN)	Unit Title	Qualification Number (QN)	Award Title	Credit	Funding Value
05736	J5046108	Numbers from 0 to 10	60076744	OCR Entry Level Cambridge Award in Mathematics: Number (Entry 1)	2	£100
05737	L5046109	Add and subtract whole numbers	6007582X	OCR Entry Level Cambridge Award in Mathematics: Calculations with whole numbers (Entry 1)	2	£100
05738	K5046117	Money and time	60075600	OCR Entry Level Cambridge Award in Mathematics: Money and time (Entry 1)	1	£50
05739	J5046111	Understand common regular shapes and positional vocabulary	60077220	OCR Entry Level Cambridge Award in Mathematics: Shape and positional vocabulary (Entry 1)	2	£100
05740	A5045649	Compare and order items by measurement	60075739	OCR Entry Level Cambridge Award in Mathematics: Measuring systems (Entry 1)	2	£100
05741	D5046115	Extract and sort data	60075831	OCR Entry Level Cambridge Award in Mathematics: Handling data (Entry 1)	2	£100
05742	T5045827	Add, subtract and multiply whole numbers	60075612	OCR Entry Level Cambridge Award in Mathematics: Calculations with whole numbers (Entry 2)	3	£150
05743	K5045906	Time and date formats and simple money calculations	60075727	OCR Entry Level Cambridge Award in Mathematics: Money, time and date (Entry 2)	2	£100
05744	F5045927	Understand common regular shapes and positional vocabulary	60075715	OCR Entry Level Cambridge Award in Mathematics: Shape and positional vocabulary (Entry 2)	2	£100
05745	F5046091	Simple fractions and common units of measurement	60075697	OCR Entry Level Cambridge Award in Mathematics: Fractions and measurement (Entry 2)	3	£150
05746	Y5045917	Extract, sort and present data for interpretation	60075703	OCR Entry Level Cambridge Award in Mathematics: Handling data (Entry 2)	3	£150
05747	K5046070	Simple fractions	60075752	OCR Entry Level Cambridge Award in Mathematics: Fractions (Entry 3)	1	£50
05748	J5046058	Decimals in money and length	60075636	OCR Entry Level Cambridge Award in Mathematics: Decimals in money and length (Entry 3)	2	£100

Scheme Code	Unit Reference Number (URN)	Unit Title	Qualification Number (QN)	Award Title	Credit	Funding Value
05749	R5046046	Calculations with whole numbers	60075740	OCR Entry Level Cambridge Award in Mathematics: Calculations with whole numbers (Entry 3)	3	£150
05750	M5046071	Read and measure time, distance, weight, capacity, length and temperature	60075648	OCR Entry Level Cambridge Award in Mathematics: Measurement and time (Entry 3)	2	£100
05751	J5046089	Extract and interpret data	60076756	OCR Entry Level Cambridge Award in Mathematics: Handling data (Entry 3)	2	£100
05752	D5046079	Understand the properties and perimeters of regular shapes and compass directions	60075624	OCR Entry Level Cambridge Award in Mathematics: Shape and compass directions (Entry 3)	2	£100
05753	R5046015	Calculating shape and space of regular and non-regular shapes	60075685	OCR Level 1 Cambridge Award in Mathematics: Shape and space	3	£150
05754	D5046034	Fractions, decimals and percentages	60075661	OCR Level 1 Cambridge Award in Mathematics: Fractions, decimals and percentages	3	£150
05755	D5046020	Read and calculate units of measurement and time	60075776	OCR Level 1 Cambridge Award in Mathematics: Measurement and time	2	£100
05756	T5045990	Calculations with whole numbers, simple ratio and direct proportion	6007565X	OCR Level 1 Cambridge Award in Mathematics: Calculations, ratio and direct proportion	5	£150
05757	R5045995	Interpret data and the outcomes of events	60075673	OCR Level 1 Cambridge Award in Mathematics: Handling data and probability	3	£150
05758	M5046037	Calculate with money without a calculator	60075764	OCR Level 1 Cambridge Award in Mathematics: Money	1	£50
05759	A5046087	Compare and interpret data and record probability	60075806	OCR Level 2 Cambridge Award in Mathematics: Handling data and probability	3	£150
05760	M5046085	Fractions and decimals	6007579X	OCR Level 2 Cambridge Award in Mathematics: Fractions and decimals	3	£150
05761	F5046088	Calculation with whole numbers, ratio and direct proportion	60075788	OCR Level 2 Cambridge Award in Mathematics: Calculations, ratio and direct proportion	3	£150
05762	H5046083	Using formula for shape, space and measurement conversions	60075818	OCR Level 2 Cambridge Award in Mathematics: Shape, space and measure	4	£150



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Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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