



Guidance

Adult Skills Fund: Funding and Performance Management Rules 2024 to 2025

Version 3 updated 13th December 2024

This document sets out the funding rules for the funding year 2024 – 25 (1 August 2024 – 31 July 2025). These rules apply to all Learning Organisations who receive Adult Skills Funding including Free Courses for Jobs funding for residents in the Cambridgeshire and Peterborough Combined Authority area. It is implicit that if a Learning Organisation subcontracts provision funded through CPCA ASF, these funding rules also apply.

To be read in conjunction with your Grant Funding Agreement or Contract for Services.

CPCA Adult Skills Fund (ASF) Funding Rules 2024/25

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Introduction to the Adult Skills Fund

In the response to the DfE consultation Skills for Jobs: Implementing a new Further Education Funding and Accountability System published in July 2023, the ESFA funded Adult Skills Fund (ASF) has replaced the ESFA Funded Adult Education Budget (ASF).

The purpose of the ASF is to support adult learners to gain skills which will lead them to meaningful, sustained, and relevant employment, or enable them to progress to further learning which will deliver that outcome.

Within the ASF, further provision for learning is available that supports wider outcomes such as to improve health and wellbeing, equip parents/carers to support their child’s learning, and develop stronger communities (Tailored Learning/Community Learning/Non-Regulated Learning).

This document replaces the AEB Funding and Performance Management Rules 2023 to 2024. We strongly recommend that Learning Organisations review the whole document. We will publish a range of tools to assist Learning Organisations in early summer, including a Q&A and webinar (details to follow shortly).

ASF funding rates and formula guidance is due to be published shortly.

Please note that the CPCA reserves the right to amend these Funding Rules should the need arise.

Headline ESFA ASF changes for 2024-25

In line with ESFA changes to national ASF, the following applies:

Section 1- Residency eligibility

- Those with indefinite leave to remain must meet the 3-year residency rule unless they are a victim of domestic abuse or a bereaved partner
- Colleges must ensure visa holders can complete their course when the visa is due to expire

- Learners should remain in the **devolved area** throughout their learning. Learning Organisations will not have the discretion to continue funding where a learner is outside the country even in temporary/emergency circumstances
- Minor clarification for family members in the case of marriage, that marriage has to have been at the point that their indefinite leave to remain was granted.

Legal Entitlement for English and Mathematics

- In line with National legislation, the amendment has been made to the guidance regarding the legal entitlement for English and Mathematics. The guidance now reads that adult learners are eligible for fully funded English and Maths provision if they have not previously attained a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level) **or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English and maths)**. The section in bold has been added.

Headline CPCA ASF changes for 2024-25

- In line with national policy, the CPCA has introduced the earnings threshold for policy entitlements. The earnings threshold for CPCA residents is **£30,491**
- ASF no longer uses prior attainment as an eligibility criterion for the policy entitlements (legal entitlements). Learners can be fully funded if they meet the CPCA residency eligibility criteria, are aged 19 and over and earn below the earnings threshold or are unemployed.
- In line with national policy, Tailored Learning has replaced Community Learning and must be coded as FM11.
- Across the CPCA region the decision has been taken not to replace all other non-regulated aims (outside of what was Community Learning) with Tailored Learning. Instead, non-regulated aims will remain formula funded in 2024-25. CPCA is finalising the Funding Rates and Formula document and will publish this in the summer.

The table below compares 23/24 & 24/25 delivery flexibilities and enhanced funding. Please refer to the Funding Rates & Formula document for detailed funding and ILR coding.

23/24 Delivery flexibility or funding uplift	24/25
Disadvantage uplift - targeting and support for residents in the most relatively deprived areas of the sub-region – an additional 8 per cent above the ESFA value.	Revised: For 24/25 the CPCA has taken the 'Education, Skills Training' domain and increased (using a tiered approach) the CPCA uplift for postcodes that fall under the 30th percentile (most deprived 30%). This is the breakdown of the uplifts that will now be standardised amongst the CPCA: <ul style="list-style-type: none"> · Top 10% most deprived – Receive a 1.29303 uplift. · 11% to 20% - Receive a 1.24088 uplift. · 21% to 30% - Receive a 1.20185 uplift. All other disadvantage uplifts remain the same as the 23/24 academic year.
A flat amount of £250.00 per learner under our Youth Offer for 19-23 Entitlement for enrichment, tutorial, work experience etc.	Unchanged
50% flexibility to deliver other level 3 courses, other than the national list	Unchanged
Fully funded first Level 2 and first Level 3 qualifications	Unchanged
Fully funded ESOL (English for Speakers of Other Languages)	Unchanged
Implement a 10% increase to Essential Skills qualifications and First Full Level 2 For 2023/24 academic year, it is proposed to introduce an additional 10% uplift to Adult Skills funding under at least one of the following categories:	
<i>All first full level 2s under the legal entitlement</i>	Removed (never used)
<i>All English and maths learning which is fully funded under the legal entitlement plus Basic Skills English and maths qualifications</i>	10% applicable for all legal entitlements aims i.e. FALA category code 39 for English & maths aims and FALA category code 42 for Digital Skills aims 10% uplift not applicable to non-regulated aims
Second Level 3 courses for the unemployed or economically inactive, for in-work progression or entry into growth or foundational sectors	Essentially remains unchanged as funding for Level 3 is no longer limited to prior attainment of level 3 unless 24+ AND earns in excess of income threshold
Extending our Low Wage Scheme to £22,500 before fees are payable	Increased to £30,491 (income threshold)
Our Bursary for Care Leavers, 19-22 increases to £1,500, with an enhanced package of support.	Unchanged
An entitlement to fully funded learning for individuals and their dependents, covered by our Armed Forces Covenant.	Unchanged
Application of a 20% boost on top of earnings for all AEB (ASF in 24/25) formula-funded provision in six sector subject areas: Engineering, Manufacturing Technologies, Transport Operations and Maintenance, Building and Construction, ICT for Practitioners, and Mathematics and Statistics	No longer applicable as introduced for 22/23 & 23/24 only
Licenses to Practice (SIA) fully funded for learners that meet CPCA eligibility rules.	Unchanged
HGV funding	Unchanged (current single provider only)
TESOL/CELTA Funding	Unchanged

Purpose of the document

This document applies to all Learning Organisations, and your subcontractors, who receive CPCA funded ASF for the 2024 to 2025 funding year (1 August 2024 to 31 July 2025).

These rules do not apply to:

- Apprenticeships
- Advanced learner loans
- Skills bootcamps
- Multiply
- Provision delivered outside of the Combined Authority area

This document forms part of the terms and conditions of funding and you must read them in conjunction with your funding agreement. You must operate within the terms and conditions of the funding agreement, these rules, rates and formula and the Individualised Learner Record (ILR) specification. If you do not, you are in breach of your funding agreement with us.

Definitions and the [glossary](#) are included to assist in understanding the terminology and explain technical terms. We may make changes to these rules at any time.

Terminology

The term 'we' refers to the Combined Authority.

The term 'you' or 'Learning Organisations', includes colleges, higher education institutions, training organisations, local authorities, specialist designated institutions and employers and any other organisations who receive funding from the Combined Authority to deliver education and training through the devolved ASF. We will use the generic term 'you' or 'Learning Organisation' unless the requirements only apply to a specific Learning Organisation type.

'Resident/learner' covers those whose provision is funded by the Combined Authority.

'Provision' refers to all learning that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification as detailed in the ESFA 'Find a Learning Aim Service' available at <https://findlearningaimbeta.fasst.org.uk> or as agreed with the Combined Authority.

Qualifications will either be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).

'Learning aims' mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or Non-Regulated Learning.

'Programmes' mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or nonregulated learning with clearly stated aims supporting agreed outcomes. We may refer to this document as Funding Rules or the rules.

General Funding Requirements

These rules apply in relation to all learners starting new ASF learning aims on or after 1 August 2024 and continuing learners as referenced in the [who we fund](#) section.

We align our approach for funding residents in the 2024/25 funding year to the current national system operated by the ESFA. **Unless specifically stated by the Combined Authority all the current approaches taken by the ESFA in relation to ASF funding will be adopted.**

You must not transfer funding between different funding agreements and the following budgets:

- ASF
- Level 3 free courses for jobs (FCFJ)
- Apprenticeships
- Advanced learner loans bursary fund
- Advanced learner loan facility
- Skills Bootcamps
- Multiply

We will review and monitor whether ASF provision you provide represents good value for money. If we consider that funding is significantly more than the cost of providing education and training, we may reduce your funding after consulting with you.

All Learning Organisations will be treated equally and fairly. To aid transparency the value of grant allocations, contracts for services and sub-contracted provision will be published annually and updated in-year.

You must complete the resident's Unique Learner Number (ULN) field accurately to access Combined Authority funding.

You must ensure as part of your initial assessment, that you check the postcode where the resident will be living for the duration of their training. It must be within the CPCA postcode area. You must also check that the learner is aged 19 or older on the 31st August (before the time of enrolment) within the 2024 to 2025 academic year.

You must hold evidence to underpin any claims you make to assure us that you are using the funding appropriately. The Combined Authority retains the right to ask for sight of your evidence, spend or to require additional performance management information/evidence at any point over the lifetime of the funding agreement and up to a period of 6 years thereafter.

Failure to comply with Funding Rules could lead to action or intervention. The triggers for action and the type of action we may take are set out in our Performance Management documents and is in accordance with provisions in our Grant Agreements and Contracts for Services.

The Combined Authority's relationship with its Learning Organisation base will primarily be strategic rather than transactional. It will place emphasis on joint, proactive performance management and quality improvement. It will expect high quality provision, delivering measurable impact on the progression and outcomes for Combined Authority residents.

1. Who we fund

1.1 Residency

You must check the eligibility of a learner, including where in England they are resident, at the start of each learning aim and only claim funding for ASF for eligible learners. We will only fund **CPCA residents** undertaking ASF provision subject to the requirements set out below.

1.2 Age

On the first day of learning a learner must be aged 19 or older on 31 August within the 2024 to 2025 funding year to be CPCA funded.

1.3 Duration

Learners will be eligible for ASF for the whole of the Learning Aim or programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner for any further learning they start.

1.4 Potential issues

If an individual starts a learning aim or programme and is not eligible for funding, we will not fund their learning while they remain ineligible.

You must not fund a learner who is unable to complete a learning aim or programme of study in the time they have available.

2. Residency eligibility

Individuals will be eligible for the CPCA funded ASF provision if the learning is taking place in England, **and they are a CPCA resident**. The CPCA resident postcodes can be found here: [Adult education budget \(ASF\) postcode files - GOV.UK \(www.gov.uk\)](#)

Unless otherwise stated, individuals must be ordinarily resident in the CPCA area on the first day of learning to meet the residency requirements.

2.1 Temporary residence in the UK for educational purposes

People who have been temporarily resident in the CPCA area solely for the purposes of receiving full-time education would not be deemed ordinarily resident in the UK and are therefore not eligible for funding unless they meet one of the other eligibility criteria.

2.2 Temporary absences from the UK

2.2.1 Learners who are temporarily outside of the UK for reasons such as education, employment or a gap year, but remain settled in the UK, can count this time outside the UK towards their 3 years ordinary residence.

2.2.2 Individuals resident in the CPCA area and who work outside of England as part of their job are eligible for ASF as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England.

2.2.3 Where learners move outside the UK during their course, you must cease funding them. This applies also to distance learning you should only fund distance learners who meet the residency criteria, and you should expect that they remain in the UK for the duration of their course even if no attendance at a physical location is required. If a learner is temporarily absent from the UK, for example for a family event, for a short period, for example a week or less, then they may continue their distance learning course while overseas. If they will be absent for a longer period then you should not fund them to continue their learning while overseas.

2.2.4 British Armed Forces, MoD Personnel or Civil Crown Servants on postings outside of the UK, or people who are resident in the CPCA area but work outside England, can be treated as ordinarily resident in the CPCA. You may continue to fund them despite the above restriction on funding learners outside the UK.

2.3 Learners who have applied for an extension or variation of their immigration permission

2.3.1 Any person who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.

2.3.2 Therefore, a person is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.

2.4 Learners with limited length visas

2.4.1 Learning Organisations must not fund learners who would not have enough time on their visa to complete their course and who do not intend to, or would not be eligible to, renew their visa. Where a course continues past a learner's visa expiry date, Learning Organisations may at their discretion fund that learner only where they have a high degree of certainty that a learner intends to (and will be eligible to) renew their visa.

2.4.2 Learners will have an eligible residency status if they meet the conditions laid out in one of the following sections *and are, on the start of learning, a resident of the CPCA.*

2.5 UK nationals and other persons with right of abode

2.5.1 UK nationals or other person with a right of abode¹ have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, the British Overseas Territories, or the Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years.

2.5.2 All family members of UK nationals must meet the required residency eligibility criteria in their own right, unless they meet the criteria in the section entitled UK nationals in the European Economic Area (EEA) and Switzerland, or the criteria in the section entitled Family members of an eligible person of Northern Ireland.

The British Overseas Territories are listed in [annex A](#).

2.6 UK nationals in the EEA and Switzerland

2.6.1 UK nationals who have resided in the EEA, Switzerland or EU overseas territories have an eligible residency status if they:

- Resided in the EEA or Switzerland, EU overseas territories or Gibraltar by 31 December 2020 (or resided in the UK, having moved to the UK from the EEA, Switzerland, EU overseas territories or Gibraltar after 31 December 2017), and
- Resided in the EEA, Switzerland, EU overseas territories, Gibraltar or the UK for at least the previous 3 years on the first day of learning, and
- Remained ordinarily resident in the UK, Gibraltar, the EEA, Switzerland or EU overseas territories between 31 December 2020 and the start of the course and
- The course starts before January 2028²

2.6.2 Family members of UK nationals, where both the UK national and the family member have resided in the EEA, Switzerland or EU overseas territories, have an eligible residency status if:

- Both the UK national and the family member resided in the EEA, Switzerland or EU Overseas Territories by 31 December 2020 (or resided in the UK, having moved there from the EEA, Switzerland or EU Overseas Territories after 31 December 2017), and
- Both the UK national and the family member remained ordinarily resident in the UK, the EEA, Switzerland or EU Overseas Territories between 31 December 2020 and the start of the course
- The UK national to whom they are a family member has been ordinarily resident in the UK, EEA, Switzerland or EU Overseas Territories for at least 3 years on the first day of the first academic year of the course
- The course starts before January 2028

1. ¹ Persons with the right of abode have the right to live and work in the UK without any immigration restrictions. Further details can be found in the [prove you have right of abode in the UK](#) on GOV.UK. ↵

1. ² This refers to the 7-year offer for UK nationals in EEA and Switzerland. More information on the 7-year offer can be found at [UK nationals in the EEA and Switzerland: access to higher education and 19+ further education](#) on GOV.UK. ↵

A family member for these purposes is either:

- The husband, wife, civil partner of the UK national (principal) or
- The child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the UK national (principal) who is either
 - Under 21, or
 - Dependant on the principal and/or his/her spouse/civil partner

The EEA includes all the countries and territories listed in [annex A](#).

2.7 EEA and Switzerland nationals in the UK

2.7.1 EEA and Switzerland nationals have an eligible residency status if they have obtained either pre-settled or settled status under EU Settlement Scheme (EUSS) and have lived continuously in the EEA, Switzerland, Gibraltar, or the UK for at least the previous 3 years on the first day of learning.

The EEA includes all the countries and territories listed in [annex A](#).

2.7.2 Although the deadline for most people to apply to EUSS was 30 June 2021, there may be individuals who have reasonable grounds for making a late application to EUSS and there may also be some individuals who have made an EUSS application on time but are still waiting on a final decision on their status from the Home Office, including those that have lodged an appeal. Once a valid application has been made to EUSS (evidenced by receipt of a certificate of application), the applicant will have temporary protection, pending the outcome of that application.

2.8 EEA and Switzerland frontier workers

2.8.1 An EEA or Switzerland frontier worker is someone who is employed or self-employed in the UK who resides in the EEA or Switzerland and returns to that residence in the EEA or Switzerland at least once a week.

2.8.2 Frontier workers, and their family members, have an eligible residency status if they have been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning.

A family member of an EEA frontier worker for these purposes is either:

- The husband, wife, civil partner of the EEA frontier worker ('principal') or
- The child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either
 - Under 21, or
 - Dependant on the principal and/or the principal's spouse/civil partner, or
 - The dependent parent or grandparent of the principal and/or the principal's spouse/civil partner

A family member of a Swiss frontier worker for these purposes is either:

- The husband, wife, civil partner of the Swiss frontier worker ('principal') or

- The child or spouse/civil partner s child of the principal

Unlike other categories, a frontier worker or their eligible family member does not have to be resident in the UK on the first day of learning in order to have an eligible residency status.

2.9 Family members of EEA or Swiss nationals

2.9.1 A family member of an EEA national is eligible for funding if:

- Where required to do so, they have obtained pre-settled or settled status under EUSS and
- The EEA national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning

2.9.2 Family members of an EEA or Swiss national can apply to EUSS after 30 June 2021 if they are joining them in the UK on or after 1 April 2021. They have 3 months to apply to EUSS from the date they arrive in the UK. They will have temporary protection and therefore be eligible for funding during those 3 months and pending the outcome of any EUSS application made during that period (and of any appeal). More information on [applying to join a family member in the UK](#) can be found on GOV.UK.

A ‘family member’ for these purposes is either:

- The husband, wife, civil partner of the EEA national (principal) or
- The child, grandchild, spouse/civil partner s child or spouse/civil partner s grandchild of the EEA principal who is either:
 - Under 21, or
 - Dependant on the principal and/or his/her spouse/civil partner, or
 - The dependant parent or grandparent of the principal or of the principal s spouse/civil partner

2.10 Irish citizens in UK or Republic of Ireland

2.10.1 Irish citizens in the UK or Republic of Ireland have an eligible residency status if they have been ordinarily resident in the UK and Islands, and/or Republic of Ireland for at least the previous 3 years on the first day of learning.

2.11 Irish citizens in EEA and Switzerland

2.11.1 Irish citizens have an eligible residency status if they:

- Resided in the EEA or Switzerland by 31 December 2020 (or resident in the UK, having moved to the UK from EEA or Switzerland after 31 December 2017), and
- Resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
- Remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and the start of the course and
- Are on a course which starts before January 2028

The EEA includes all the countries and territories listed in [annex A](#).

2.12 Other non-UK nationals

2.12.1 Non-UK nationals have an eligible residency status if they have been ordinarily resident in the UK and Islands for at least the previous 3 years on the first day of learning and:

- Have permission granted by the UK government to live in the UK and such permission is not for educational purposes only, or
- Have obtained pre-settled or settled status under EUSS

2.13 Family members of an eligible person of Northern Ireland

2.13.1 Family members of an eligible person of Northern Ireland³ have an eligible residency status if:

- They have been living in the UK by 31 December 2020, and
- They have obtained pre-settled or settled status under EUSS, and
- The eligible person of Northern Ireland (principal) has been ordinarily resident in the UK by 31 December 2020, for at least the previous 3 years on the first day of learning

A 'family member' for these purposes is either:

- The husband, wife, civil partner of the person of Northern Ireland (principal) or
- The child, grandchild, spouse/civil partner s child or spouse/civil partner s grandchild of the principal who is either
 - Under 21, or
 - Dependant on the principal and/or his/her spouse/civil partner, or
 - The dependant parent or grandparent of the principal or of the principal s spouse/civil partner

2.14 Long residence

2.14.1 A person who, on the first day of learning, has lived in the UK half their life or a period of 20 years or more, where this period of residence is ongoing, has an eligible residency status.

2.14.2 Learners may be able to prove this status via a confirmed entry date from Immigration Control, verified by the Home Office. Alternatively, they may provide evidence that they have been living in the UK for the period in question. This should ideally be from an official and independent source. Examples could include a signed letter on headed paper from someone in a leadership position at the school they attended, a letter from their GP, wage slips or a P45/P60. Learning Organisations funding learners under this category should obtain enough evidence to assure themselves beyond reasonable doubt that the learner was living in the UK for the necessary period.

1. ³ Further information, can be found at: [apply for an EU Settlement Scheme family permit to join family in the UK: Apply if you're joining a person of Northern Ireland](#) on GOV.UK. ↩

2.15 Individuals with certain types of immigration status and their family members

2.15.1 Individuals with any of the statuses listed below, or leave under the listed schemes, has an eligible residency status and is exempt from the 3-year residency requirement rule. In relation to these categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

2.16 Refugee status

2.16.1 Individuals with refugee status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

2.16.2 Family members of individuals with refugee status, as defined below:

- The spouse or civil partner of a person with refugee status is eligible if all of the following apply:
 - They were the spouse or civil partner of the person on the asylum application date, and
 - Have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
- The child of a person with refugee status to enter or remain, or of the person's spouse or civil partner, is eligible if all of the following apply:
 - They were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum application date, and
 - They were under 18 on the asylum application date, and
 - They have been ordinarily resident in the UK since they were given leave to enter or remain

2.17 Humanitarian protection status

2.17.1 Individuals with humanitarian protection status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

2.17.2 The family members of individuals with humanitarian protection status, as defined below:

- The spouse or civil partner of a person granted humanitarian protection is eligible if all of the following apply:
 - They were the spouse or civil partner of the person on the asylum application date, and
 - Have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
- The child of a person with humanitarian protection status to enter or remain, or of the person's spouse or civil partner, is eligible if:
 - They were the person with humanitarian protection status's child or the child of the person's spouse or civil partner on the asylum application date, and
 - Were under 18 on the asylum application date, and

- Have been ordinarily resident in the UK since they were given leave to enter or remain

2.18 Discretionary leave to enter or remain

2.18.1 Individuals with discretionary leave to enter or remain, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

- The spouse or civil partner of a person granted discretionary leave to enter or remain is eligible if all of the following apply:
 - They were the spouse or civil partner of the person on the asylum or leave application date, and
 - They have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
- The child of a person with discretionary leave to enter or remain, or of the person's spouse or civil partner, is eligible if:
 - They were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
 - They were under 18 on the asylum or leave application date, and
 - They have been ordinarily resident in the UK since they were given leave to enter or remain

2.19 Extant leave to remain as a stateless person

2.19.1 Individuals who have extant leave to remain as a stateless person, where they have been ordinarily resident in the UK and Islands throughout the period since they were granted such leave.

2.19.2 Family members of individuals with extant leave to remain as a stateless person, as defined below:

2.19.3 The spouse or civil partner of a person granted stateless leave is eligible if all of the following apply:

- They were the spouse or civil partner of the person on the leave application date, and
- They have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
- The child of a person with stateless leave, or of the person's spouse or civil partner, is eligible if:
 - They were the person with stateless leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
 - They were under 18 on the leave application date, and
 - They have been ordinarily resident in the UK since they were given leave to enter or remain

2.20 Leave outside the immigration rules

2.20.1 Individuals with leave outside the immigration rules, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

2.20.2 The spouse or civil partner of a person granted leave outside the rules is eligible if all of the following apply:

- They were the spouse or civil partner of the person on the asylum or leave application date, and
- They have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

2.20.3 The child of a person with leave outside the rules, or of the person's spouse or civil partner, is eligible if:

- They were the person with leave outside the rules child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- They were under 18 on the asylum or leave application date, and
- They have been ordinarily resident in the UK since they were given leave to enter or remain

2.21 Ukraine schemes

2.21.1 Persons granted leave under one of the Ukraine schemes:

- Individuals with leave to enter or remain in the UK under the Ukraine Family Scheme
- Individuals with leave to enter or remain in the UK under the Ukraine Sponsorship Scheme (Homes for Ukraine)
- Individuals with leave to enter or remain in the UK under the Ukraine Extension Scheme
- Individuals with leave to remain in the UK under the Ukraine Permission Extension Scheme

2.22 Afghan schemes

2.22.1 Persons granted leave under one of the Afghan schemes:

- Individuals with leave to enter or remain in the UK under the Afghan Citizens Resettlement Scheme (ACRS)
- Individuals with leave to enter or remain in the UK under the Afghan Relocations and Assistance Policy (ARAP)
- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022

2.23 Additional leave to remain

2.23.1 Individuals with indefinite leave to remain or enter granted:

- As a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain
- As a bereaved partner, where they have been ordinarily resident in the UK since they were given leave to remain or enter
- Under Section 67 of the Immigration Act 2016 leave
- Under Calais leave to remain

2.24 British Indian Ocean Territory

2.24.1 British citizens who were born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date, or are direct descendants of a person who was born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date.

2.25 Children of Turkish workers

2.25.1 A child of a Turkish worker is eligible if both the following apply:

- The Turkish worker is ordinarily resident in the UK on or before 31 December 2020 and has Turkish European Community Association Agreement (ECAA) rights or extended ECAA leave and
- The child has been ordinarily resident in the UK, EEA and/or Turkey for at least the previous 3 years on the first day of learning and is resident in the UK on or before 31 December 2020

2.26 Asylum seekers

2.26.1 Asylum seekers are eligible to receive funding if they:

- Have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
- Are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#)

2.26.2 An individual who has been refused asylum will be eligible if:

- They have appealed against a decision made by the UK government against granting refugee status and no decision has been made within 6 months of lodging the appeal, or
- They are granted support for themselves under [section 4 of the Immigration and Asylum Act 1999](#), or
- Are receiving local authority support for themselves under [section 23C](#) or [section 23CA of the Children Act 1989](#)

2.27 No recourse to public funds conditions

2.27.1 The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds does not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

2.28 Individuals who are not eligible for funding

2.28.1 You must not claim funding for individuals who do not meet the eligibility criteria set out in the [residency eligibility](#) section. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:

- Are not residents of the CPCA
- Those who are here without authority or lawful status
- Those who are resident in the UK on a student visa unless they are eligible through meeting any other of the categories described above
- Those who are in the UK on holiday, with or without a visa
- Any family member of a person granted a student visa, who has been given immigration permission to stay in the UK and has not been ordinarily resident in the UK for the previous 3 years on the first day of learning
- Those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

2.29 Learners in the armed forces

2.29.1 British armed forces personnel, Ministry of Defence personnel or civil and crown servants resident in the CPCA, who meet the criteria in the [who we fund](#) section, are eligible for the CPCA funded ASF where learning takes place in England.

2.29.2 Members of other nations armed forces stationed in England, and residing in the CPCA and their family members, aged 19 and over, are eligible for the CPCA funded ASF, as set out in the [who we fund](#) section, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning. We will not fund family members that remain outside of England.

Also see Armed Forces Covenant (CPCA specific) section 2.36 and Annex G

2.30 Fees and charging

2.30.1 You must not make compulsory charges relating to the direct costs of delivering a learning aim to learners we fully fund, including those with a legal entitlement to full funding for their learning. Direct costs include any essential activities or materials without which the learner could not complete and achieve their learning.

2.30.2 If a fully funded learner needs a Disclosure and Barring Service (DBS) check to participate in learning, you cannot charge them for this. If the learning is associated with the learner's employment, their employer is responsible for carrying out and paying for this check.

2.31 Qualifying days for funding

2.31.1 A learner must be in learning for a minimum number of days between their learning start date and learning planned end date before you can earn funding, including learning support. You can access this information in the CPCA Funding Rates and Formula Guidance.

This does not apply where the learner achieves the learning aim.

2.32 Recognition of Prior Learning (RPL)

2.32.1 A learner could have prior learning or attainment that has been previously accredited by an awarding organisation or could be formally recognised and count towards achievement of a qualification. If this is the case, you must:

- Reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need
- Follow the policies and procedures set by the awarding organisation regarding recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
- Ensure you have a robust internal RPL policy and appropriate resources to deliver RPL

2.32.2 We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.

2.32.3 You must not use prior learning to reduce funding for:

- English and maths qualifications up to and including Level 2 or
- Essential digital skills qualifications up to and including Level 1

2.23.4 If a learner enrolls on an Advanced Subsidiary (AS) level qualification followed by an A Level, you must reduce the funding claimed for the A Level to take account of the prior study of the AS Level and record this in the funding adjustment for prior learning field in the ILR. More information is available in our ILR guidance.

2.33 Breaks in learning

2.33.1 You and the learner can agree to suspend learning while the learner takes a break from learning. This allows the learner to continue later with the same eligibility that applied when they first started their learning.

2.33.2 We will not fund a learner during a break in learning.

2.33.3 You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the [ILR provider support manual](#).

2.33.4 You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

2.33.5 You must not use a break in learning for short-term absences, such as holidays or short-term illness.

3. What we will not fund

3.1 We will not fund:

- Qualifications, units or learning aims that are not listed on [find a learning aim](#) or on the [DfE list of qualifications approved for funding](#)
- Provision to learners in custody the [Ministry of Justice](#) funds prison education in England. Please note you can use your CPCA funded ASF to fund individuals released on temporary licence
- End-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification
- Any part of any learner's learning aim or programme that duplicates provision they have received from any other source
- Training through the CPCA funded ASF, where a learner is undertaking an apprenticeship and where that training will:
 - Replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
 - Offer career-related training that conflicts with the apprenticeship aims
 - Be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to
- Repeat the same regulated qualification where the learner has previously achieved it, unless it is for any GCSE where the learner has not achieved grade 4 (C) or higher
- A learner to sit or resit a learning aim assessment or examination where no extra learning takes place

4. Evidence

You must hold evidence to assure us that you are using the CPCA funded ASF appropriately. Most evidence will occur from your normal business process. You must make sure enrolments for the CPCA funded ASF support your decision to claim funding and support the individual's case for consideration as ordinarily resident in the CPCA, or any exceptions set out in the [Residency eligibility](#) section.

In line with [General Data Protection Regulations](#) (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take photocopies to prove eligibility.

[Annex F](#) contains the details on the evidence required.

5. CPCA Funded ASF

CPCA funded ASF includes support for 4 legal entitlements to full funding for eligible adult learners.

The legal entitlements for Level 2 and Level 3 follow the definition of fullness in the [full level 2](#) and [full level 3](#) sections respectively. A learner can only be fully funded for one vocational qualification from the entitlement qualifications list when exercising their legal entitlement. Appropriate information, advice and guidance should be given to a learner and the learner should be made aware of their entitlement rights and progression routes on completing an entitlement qualification.

These entitlements are set out in the [Apprenticeships, Skills and Children Learning Act 2009](#), and enable eligible learners to be fully funded for the following qualifications:

- English and maths up to and including level 2 for individuals aged 19 and over who have not previously achieved a GCSE grade A* - C or grade 4 or higher or **have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English and maths)⁴** and/or
- First full qualification at level 2 for individuals aged 19 to 23, and/or
- First full qualification at level 3 for individuals aged 19 to 23
- Essential Digital Skills qualifications (EDSQs) OR Digital Functional Skills qualifications (FSQs), up to and including Level 1, for individuals aged 19 and over, who have digital skills assessed at below Level 1

Learners who meet the residency eligibility criteria in Section 1 and are below the earnings threshold criteria will also be fully funded for qualifications within policy entitlements that include:

- Free Courses for Jobs
- Level 2 local flexibility
- Tailored Learning (Community Learning)
- HGV and LGV
- TESOL and CELTA
- Licenses
- Into employment programmes including SWAP
- The Princes Trust
- ESOL or Vocational ESOL - Fully funded regardless of income

Note: For 24/25 the CPCA is aiming for at least 25% of all ESOL provision, at provider level, to be Vocational ESOL.

⁴ Amendment for V3 13.12.24

5.1 Learning for Level 2 and below (including the full Level 2 entitlement)

5.1.1 We will fully fund learners who meet the residency eligibility, are aged 19 and over, and who meet the definition of being below the earnings threshold, to undertake learning:

- Up to and including Level 2 qualifications from the local flexibility offer and/or
- Qualifications from the full Level 2 legal entitlement qualification list

5.1.2 Learners aged 19 to 23 who have not previously achieved a full level 2 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the level 2 legal entitlement list. You must not charge them any course fees.

5.1.3 Learners who have exhausted their first full level 2 entitlement and do not meet the definition of being below the earnings threshold will be co-funded.

5.1.4 For the funding year 2024 to 2025, Learning Organisations can find the qualifications we have approved in the [DfE list of qualifications approved for funding](#).

5.2 Learning at Level 3 legal entitlement and the Level 3 Free Courses For Jobs

5.2.1 Learners aged 19 to 23 who have not previously achieved a full Level 3 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the Level 3 legal entitlement list. You must not charge them any course fees.

5.2.2 For the funding year 2024 to 2025, Learning Organisations can find the qualifications approved in the [DfE list of qualifications approved for funding](#),

5.2.3 Learners who meet the residency eligibility, have exhausted their first level 3 legal entitlement and do not meet the definition of being below the earnings threshold have the option of funding through an Advanced Learner Loan (ALL).

5.3 Level 3 Free Courses for Jobs (FCFJ) offer

5.3.1 For Learning Organisations with a 23/24 FCFJ allocation, Free Courses for Jobs is a targeted Level 3 offer to support adults who meet the definition of being below the earnings threshold.

The offer includes:

- Level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults can now access fully-funded level 3 provision from the list of level 3 FCFJ qualifications available via the [DfE list of qualifications approved for funding](#)
- An uplift is payable at 2 different rates and follows the earnings methodology set out in the funding rates and formula document. This uplift should be used to support delivery of the Level 3 FCFJ offer

5.3.2 Only Level 3 qualifications included in this offer will attract an uplift. There may be additions to the list to ensure it meets the needs of the economy; we encourage Learning Organisations to check availability regularly.

5.3.3 We will fully fund learners who meet the residency eligibility as part of this offer where they:

- Are aged 19 or above on 31 August within the 2024 to 2025 funding year; and
- Enrol on the Level 3 FCFJ qualifications approved for funding and
- Meet the eligibility of being below the earnings threshold

5.3.4 You must not claim for CPCA funded ASF funding where learners are already being funded through an Advanced Learner Loan (ALL), or a [skills bootcamp](#) (where applicable), for qualifications that are in the FCFJ offer. The criteria for ALL can be found in the [ALL Funding Rules](#).

5.3.5 To determine qualifications that are eligible for FCFJ funding you must use learning aims that are marked with:

- Category code 45: National Skills Fund Level 3 Free Courses for Jobs rate 1
- Category code 46: National Skills Fund Level 3 Free Courses for Jobs rate 2
- Category code 48: National Skills Fund Level 3 Free Courses for Jobs only
- Category code 56: Free Courses for Jobs MCA and GLA only flexible delivery qualifications for short courses, you must also use
- Category code 49: National Skills Fund Level 3 Free Courses for Jobs short qualification

The Category Code Effective to date must be after the delivery start date.

Note: 19-23 year olds are funded from the ASF allocation

5.4 English, maths and digital for those aged 19 or older

English and maths

5.4.1 We will fully fund eligible learners for the following qualifications:

- GCSE English and/or maths
- Functional Skills English and/or maths from Entry to level 2
- Stepping stone qualifications (including components, where applicable) in English and/or maths approved by DfE

5.4.2 To be eligible for the legal entitlement the individual must meet the residency eligibility in section 1, and:

- Be aged 19 or over, and

- Not have a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level) or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English and maths)

5.4.3 If a learner wants to retake GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.

5.4.4 You must not fund an apprentice for English and/or maths from the CPCA funded ASF.

5.4.5 You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill Level 2.

Digital Skills

5.4.6 We will fully fund eligible learners, including those who are employed, for the following qualifications:

- Essential Digital Skills Qualification (EDSQ) up to and including Level 1
- Digital Functional Skills Qualifications (DFSQ) up to and including Level 1

5.4.7 To be eligible for the legal entitlement the individual must meet the residency eligibility in Section 1, and be:

- Aged 19 or over, and
- Assessed as having digital skills levels below Level 1

General funding principles for English, maths and digital entitlement

5.4.8 We will fully fund non-regulated English, maths and digital for learners, including those learners assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake the entitlements above.

You must:

- Carry out a thorough initial assessment to determine an individual's current level using current assessment tools based on:
 - The national literacy and numeracy standards and core curriculums or DfE published English and Maths Functional Skills subject content

or;

- The national standards for essential digital skills or DfE published digital Functional Skills subject content
- Carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study

- Enrol the learner on a level above that at which they are assessed and/or of which they have prior attainment, and be able to provide evidence of this
- Deliver ongoing assessment to support learning
- Record the evidence of all assessment outcomes in the evidence pack

The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

CPCA contribution charts

Charts 1 and 2 show the level of contribution for CPCA funded ASF. You can find the text version of these charts in [annex D](#). The text in bold relates to either contents of this document or external links as shown below.

Chart 1: 19 to 23-year-olds

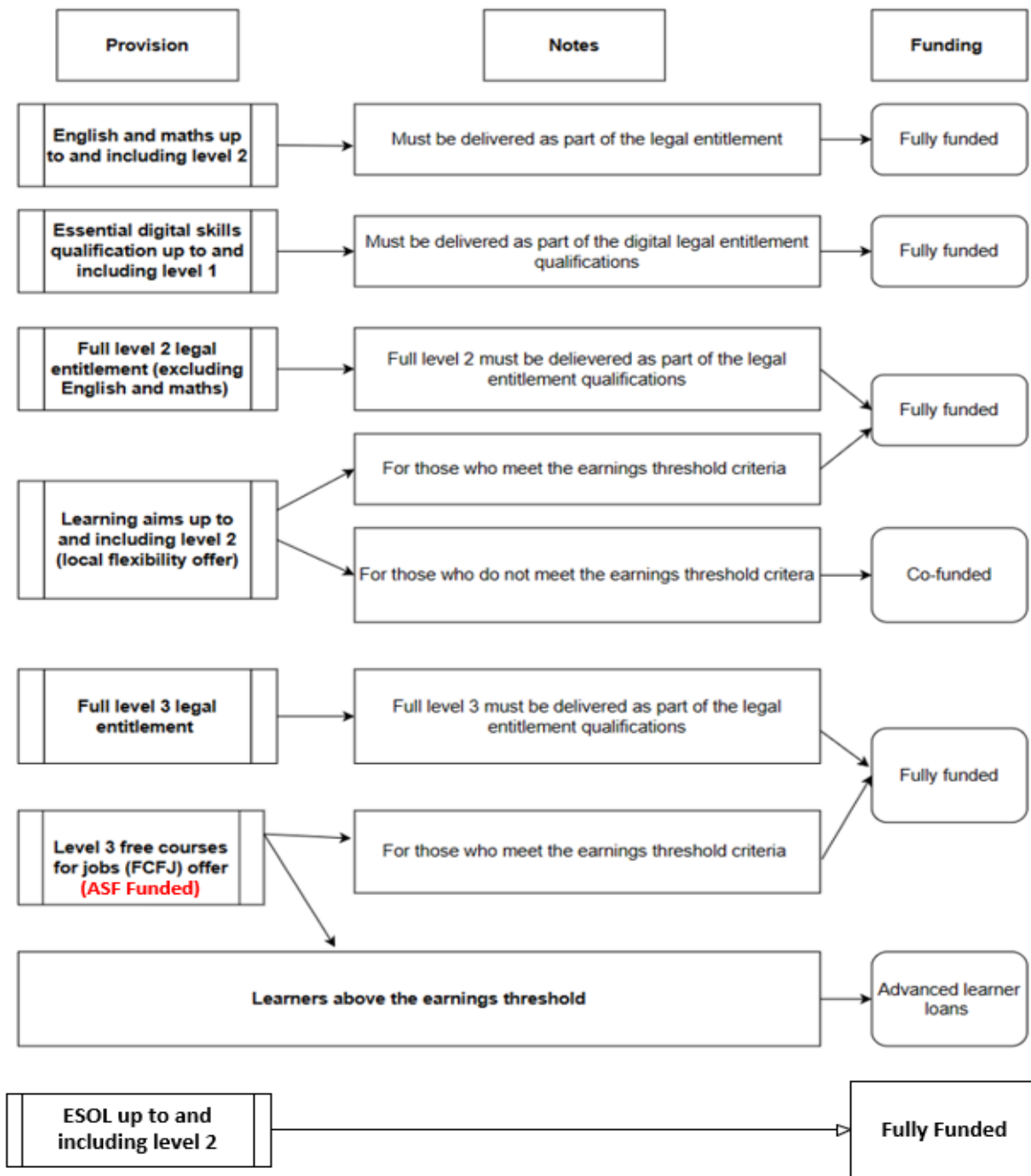
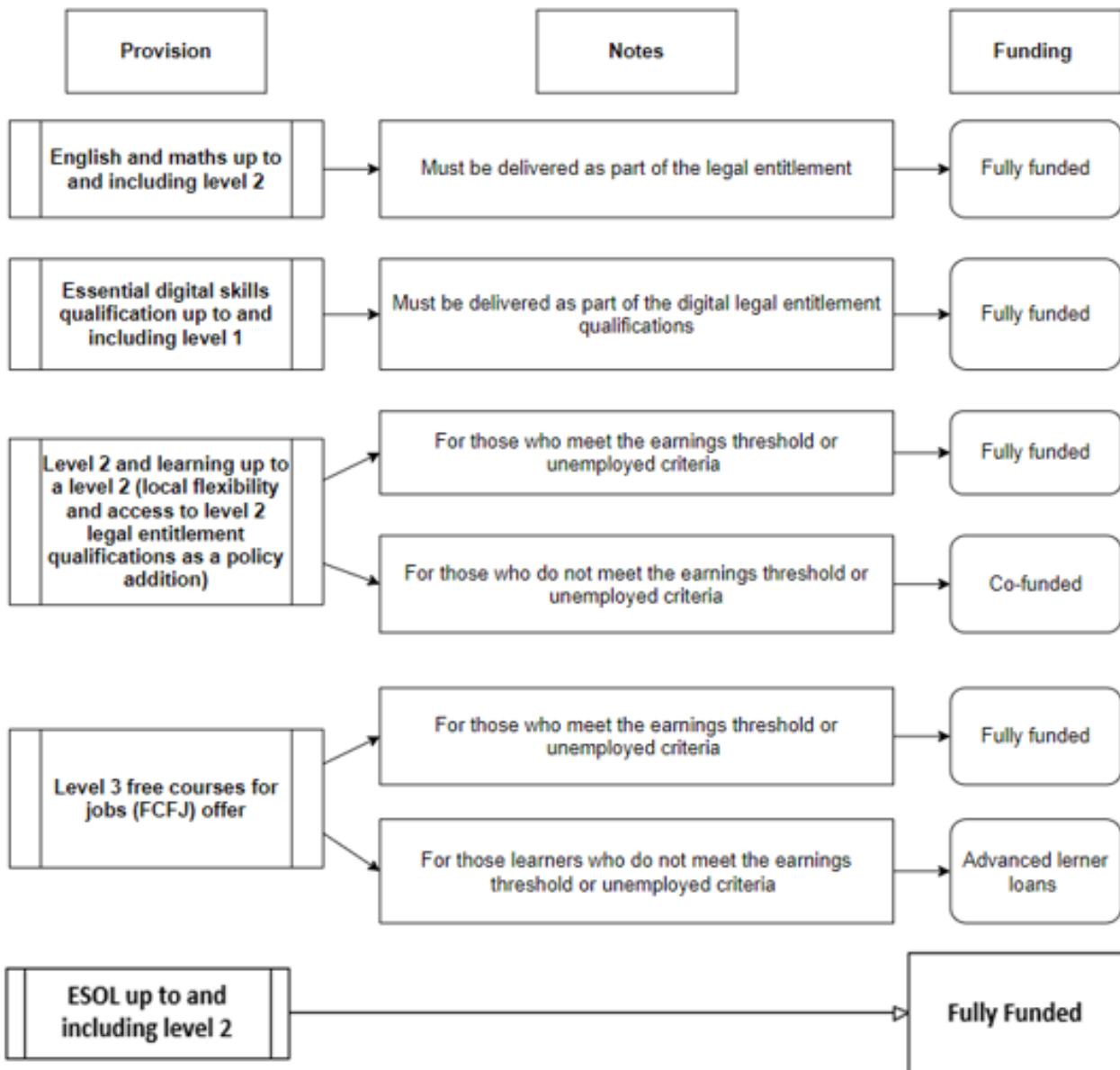


Chart 2: 24+



6. Unemployed

We will update the Universal Credit thresholds to align to any revisions made by the Department for Work and Pensions (DWP).

6.1 For funding purposes, we define a learner as unemployed if one or more of the following apply, they:

- Receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- Receive Employment and Support Allowance (ESA)
- Receive Universal Credit (UC), and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1437 a month (learner has a joint benefit claim with their partner)
- Are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

6.2 Learning Organisations may also use their discretion to fully fund other learners if either of the following apply. The learner:

- Receives other state benefits (not included in the list above) and their take-home pay (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1437 a month (learner has a joint benefit claim with their partner),
- Is not receiving any benefits, wants to be employed, and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs

7. Earnings threshold for full funding

7.1 We have introduced the earnings threshold as part of a new eligibility criteria that enables learners to be fully funded if they earn below £30,491. The policy entitlement includes learners who are unemployed, employed or self-employed. This threshold is specific to the CPCA.

7.2 You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a UC statement 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 you must evidence your decision to award full funding to an individual who would normally be eligible for co-funding.

7.3 If the learner is unemployed and is claiming benefits you must complete the [Benefit Status Indicator \(BSI\)](#) to identify the learner is in receipt of Jobseeker's Allowance (BSI 1) Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

8. Supporting People Into-Employment (including SWAP)

8.1 The new CPCA Into Employment programme funding methodology has been designed to drive better outcomes for learners in bespoke provision that moves them quickly into employment.

8.2 This model will be expanding the Into Employment programmes beyond the relatively small proportion of the population who are unemployed and out to the economically inactive (people who are not involved in the labour market, including early retirees, carers and the long-term sick), those in work without basic skills, and sections of the community who suffer from inequality in the workplace, for example, disabled residents.

8.3 The CPCA is developing a Good Work Charter which is designed to recognise employers that embed support needs into their practices for people that have barriers to sustaining work. This work alongside our Supporting People into Employment programmes is intended to improve the opportunity for people that want to work, but currently find it difficult to sustain.

8.4 Into-Employment programmes will continue to be co-created with employers which are designed to move residents into employment and to upskill and support the progression of those in low-paid jobs.

8.5 Minimum Level of Job Outcomes

It is expected that 65% of learners who complete this programme should be in sustainable employment 13 weeks after the completion date.

8.6 Eligibility:

- Unemployed
- Economically inactive
- Employed but income below the earnings threshold
- Any learner(s) with a declared learning difficulty, disability, or health problem

8.7 Into Employment programmes may include:

- Occupational-specific training related to the job opportunity
- Employability Skills
- Relevant work experience related to the job role. This can include simulated work experience and this can form part of the programme GLH if supported with evidence of completion
- Basic Skills support (if applicable)
- Job interview at the end of the programme

8.8 Courses

8.8.1 Learning Organisations can deliver Into Employment programmes in line with what is set out above but must be occupationally specific and agreed with CPCA before delivery.

Non-Regulated Learning aim will be created for each SSA (where appropriate). See the coding guidance for detailed instructions.

8.8.2 Residents who are economically inactive, will have the option of any of the programmes, however, the delivery will typically have a stronger engagement activity through partnership working

with community groups and the voluntary sector. In addition, delivery may be enhanced to support basic skills provision.

8.8.3 Into employment programmes for those who have additional challenges due to ill health or disability, will also have the option of a short or longer programme, however, there will be an option for extended wrap-around for up to 4 weeks.

8.9 Programme funding

8.9.1 Into Employment programmes will be funded at programme level based on planned programme GLH at a notional rate of £8/hour, as follows:

- 30 hours maximum funding of £240
- 60 hours - maximum funding of £480
- 90 hours - maximum funding of £720
- 120 hours - maximum funding of £960

8.9.2 Into Employment Aims have been created specifically for the CPCA as a non-regulated provision. Therefore, we expect all Into Employment aims to be delivered at 100% of the GLH stipulated above.

This means that if a course is planned for 30 GLH then there must be 30 hours delivery.

8.10 Wrap-around Funding

8.10.1 In addition, where learners have declared an additional need due to ill health and/or disability, 7 hours at £8 per hour can be claimed for evidenced wrap-around support. This must cover the full life cycle of the learner's journey including progression and tracking and cannot exceed £56 per learner

8.10.2 Funding will be claimed through the Earnings Adjustment Statement (EAS) relating to direct guided learning support and monitoring.

8.10.3 CPCA will request an additional document to be completed and returned monthly, which will record a full breakdown per learner on wrap-around support provided. The funding identified should match EAS claims

8.11 Outcome Payments

8.11.1 All Into Employment programmes will attract a Day-1 job outcome payment and a Week 13 sustained employment payment. of £100 and £250 respectively (evidenced by a declaration signed by employer, learner and provider).

9. Licences

9.1 In addition to on programme funding, the CPCA will also pay the cost of a license where it is an occupational requirement (e.g. SIA, FLT license, CSCS) up to £750 per license. In exceptional cases, the CPCA may agree additional payment where the cost is above this amount.

In advance of delivery, the cost breakdown associated with any licence must be discussed and agreed with the CPCA. See the Funding Rates and Formula and the ILR coding documents for full details.

10. HGV and LGV Training

10.1 HGV driver training flexibilities were developed to support an increase in HGV and LGV driver training for the 2021 to 2023 academic year and will continue for the 2024/25 academic year.

This offer:

- Includes level 2 qualifications which will prepare learners for HGV and LGV licence acquisition for all vehicles up to category C and E (articulated)
- Includes additional qualifications that are approved for training in this sector throughout the 2024 to 2025 academic year
- Allows all eligible learners, fully funded and co-funded, to claim for the cost of HGV and LGV licences and medical Eligibility

The offer will be eligible to all learners aged 19+ who reside in a Cambridgeshire and Peterborough Combined Authority postcode and enrolled on one of the targeted approved for funding level 2 qualifications listed in find a learning aim or as part of an agreed tailored offer with Cambridgeshire and Peterborough Combined Authority.

For learners, we will fund the first attempt only for:

- The HGV licence as part of a programme of training and
- The medical, at a cost of £61 per learner and/or
- A licence to upgrade from category C to category C+E

10.2 Claiming Funding of Additional elements

10.2.1 Unless specified as part of a bespoke offer, Learning Organisations must:

- Use learning aims that are marked with category code 50: HGV, to identify an approved qualification.
 - Category code 51: HGV Medical for the additional learning aim to represent the HGV medical and
 - Category code 52: HGV Licence, for the additional learning aim(s) to represent parts of the Driver Certificate of Professional Competence (CPC) tests required to attain the licence, when learners undertake these elements
- Record an outcome of “Achieved” in the ILR where you have a recorded learning aims for the HGV licence and medical aim, to generate reimbursement funding for these activities
- Have criteria for how you will administer and distribute your funds

- Retain and provide evidence in the learner file confirming that you have verified the medical test and licence documentation and evidence from your accounts of the payment made to the learner and learner's receipt of the funds as agreed with the Combined Authority

11. Carbon Literacy and Sustainability

11.1 A single payment of £25 for learners who take part in and complete a course on carbon literacy and sustainability.

11.2 The offer will be open to all learners who are 19+. To be eligible for the payment they need to take part in a pre-approved course on sustainability. For the learner to be eligible for the payment they will need to have completed and achieved the course.

11.3 The learner must be enrolled on the CPCA Sustainability Course Additional Payment (Z0009793). The start and completion date for this aim should both be the completion and achievement date for the carbon literacy and sustainability course.

- Use FFI code 1 to claim full funding for this learning aim
- Immediately record the sustainability payment as completed with a status of 'No Achievement' in the ILR for this aim to generate to appropriate amount of funding in the ILR. Regardless of the 'No Achievement' status the aim should still generate the full £25 to be claimed.

12. Prince's Trust Team Programme

12.1 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. To deliver the team programme, you must get approval from the [Prince's Trust](#) before commencing delivery.

12.2 CPCA will fund eligible learners aged 19 to 25 using the national ESFA funded [funding methodology](#). Please also refer to the Princes Trust section in the [funding rates and formula guidance](#).

13. English for speakers of other languages (ESOL)

13.1 ESOL qualifications are part of the ASF learning at level 2 and below offer, please refer to this section for eligibility criteria.

13.2 Learning Organisations offering ESOL qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. You can access information on how to do this in the funding rates and formula guidance.

14. Vocational ESOL

14.1 Studying vocational qualifications alongside an ESOL aim can improve a learner's prospects of securing employment or moving into further study at a higher level.

14.2 CPCA wants to see ESOL become embedded within the delivery of occupational training or programmes of study. To support people into work, Learning Organisations can establish a non-regulated offer in ESOL, contextualised in line with the language expected within the sector e.g., care, retail, Construction alongside their vocational study.

14.3 CPCA also want to see the development of online delivery to make ESOL training more accessible to residents. Learners must have a robust Initial Assessment to ensure they have the required digital skills and access to digital technology to participate in learning.

14.4 For 24/25 CPCA has an expectation that at least 25% of all ESOL provision, at provider level, is vocational ESOL.

14.5 A Vocational ESOL programme may have the following components:

- ESOL (fully funded) - required
- Vocational delivery (eligibility as per CPCA Funding Rules) required
- CPCA or regulated Employability aim - *optional*

14.6 Learning Organisations have an option on how this will be coded in the ILR, this could include.

- Separate ESOL, vocational and employability aims or
- One learning aim, which incorporates ESOL, vocational delivery and employability.

14.7 Where Learning Organisations are using one aim, at least 50% of the aim should be linked to vocational learning.

14.8 A DAM code will be used to identify students who are part of this programme. Please use this DAM code for any aims that are part of this programme, including any ESOL aims. If this code is not used, then we will assume it is not part of the ESOL Vocational programme.

14.9 Please ensure that you have permission from the CPCA to deliver ESOL as part of your delivery plan before enrolling students on the programme.

15. Youth Offer - 19-23 Entitlement Uplift for Enrichment

15.1 A single payment of £250 per learner, per academic year, is available for 19–23-year-olds who are enrolled against the following entitlements:

- First Full Level 2
- First Full Level 3 (including Free Courses for Jobs offer)
- The English, Maths and Essential Digital skills legal entitlements

This funding should be used to support additional enrichment as part of the curriculum and additional information, advice and guidance, including careers guidance.

16. Care Leaver Bursary and Armed Forces Covenant (CPCA specific)

16.1 CPCA will fund a bursary for Care Leavers aged 19-22 (*aged 19-22 as of 31/08/2024*) of up to £1,500 with an enhanced package of support.

16.2 CPCA will fully fund eligible individuals and their dependents, aged 19 or over, covered by the Armed Forces Covenant.

Please see [Annex G](#) for full details.

17. TESOL and CELTA

17.1 For 2024/25 CPCA will continue to fund level 5 Certificate in Teaching English to Speakers of Other Languages and Certificate in Teaching English to Speakers of Other Languages (CELTA).

17.2 Unemployed learners and employed learners who fall under the Low Wage Scheme threshold will be fully funded. Learners who qualify under the Armed Forces Covenant are fully funded.

17.3 All other learners will be co-funded. During 2024/25, Learning Organisations will be able to use their professional judgement regarding eligibility of other categories of learners and propose full funding. This flexibility is intended to test different approaches to attracting new entrants into FE teaching who may otherwise not have the opportunity to train to teach. For example, requiring a certain number of hours for voluntary ESOL teaching in exchange for full funding.

17.4 To claim full funding under this offer use Learning Aim Z0009609, Devolved Area Monitoring Codes 023 and the relevant FFI code for full funding or co-funding the enrolment.

18. Tailored Learning

18.1 Nationally as part of the new ASF, the term Tailored Learning brings together what was ASF Community Learning, formula-funded ASF Non-Regulated Learning (previously delivered through adult skills) and any new employer-facing innovative provision that is not qualification based. The primary purpose of Tailored Learning is to support learners into employment and to progress to further learning, in line with the overall purpose of ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger communities.

18.2 In 24/25, the CPCA has chosen to only transfer Community Learning (Funding Model 10) to the new Tailored Learning model.

18.3 Any other non-regulated aims will continue to be formula funded (as in previous years) and should be coded as FM38.

18.4 You have the flexibility to use your Tailored Learning funding in line with the ASF formula funded methodology (funding model 38), to meet local demand. This flexibility works one way, you cannot use your ASF formula funded allocation to fund additional Tailored Learning and we will not fund above the value stated in your contract.

18.5 You can use the amount of Tailored Learning funding (stated in your appendix 1) to deliver regulated provision to meet local demand. If you do deliver regulated learning, you must enrol learners following CPCA funded ASF eligibility requirements set out in the CPCA contribution [chart 1](#) and [chart 2](#).

18.6 You must not use Tailored Learning funding for learning that is:

- Eligible for funding through an advanced learner loan
- Primarily or solely for leisure purposes. We define learning for leisure purposes as learning where the primary or sole intent of the learning is for leisure

18.7 Tailored Learning funding will be reconciled against the Tailored Learning allocation line at the end of the funding year. You must repay funding that has not been used for Tailored Learning or where its use cannot be evidenced.

18.8 You must include the use of your Tailored Learning funding to cover learning and learner support costs up to the value of your Tailored Learning allocation. If you do, you must:

- Claim for learning and learner costs through the final funding claim and follow the policy in line with the support funding section
- Record these costs in the learner's evidence pack and maintain evidence that support the costs for audit purposes

18.9 We will monitor Tailored Learning provision through the ILR and claim submissions and may require you to provide information on your delivery where it does not represent value for money.

18.10 You can support learners aged under 19 if they meet both of the following, they are:

- A parent, carer or guardian attending provision delivered through family learning
- Funded through Tailored Learning using funding model 11 in the funding model field (refer to ILR guidance for more information)

18.11 Tailored Learning courses are delivered and reported on the ILR under the following purpose types, please refer to the 2024 to 2025 ILR specification for further details:

- Engaging and/or building confidence
- Preparation for further learning
- Preparation for employment
- Improving essential skills (English, ESOL, maths, digital)
- Equipping parents/carers to support children's learning
- Health and well-being
- Developing stronger communities

18.12 Learner outcomes of Tailored Learning courses are reported on the ILR.

18.13 The eligibility principles we apply to Tailored Learning provision are as follows:

- It must not be provision linked to UK visa requirements
- It must not be provision linked to occupational regulation unless there is an agreed concession in place
- It must not be learning, for example, induction to college, that should be part of a learner's experience
- It must not be used primarily or solely for leisure purposes
- It must not be a non-regulated version of a regulated qualification. That includes regulated qualifications that are not currently approved for funding
- It must not be above notional level 3

18.14 Where you are delivering Tailored Learning, you must ensure you have appropriate and robust quality assurance processes in place. For instance, you could follow the recognising and recording progress and achievement (RARPA) cycle. Further [information on RARPA](#) is available from the Learning and Work Institute.

18.15 Learning Organisations must have a fair and transparent fees policy in place. Learning Organisations are asked to collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot. Your fees policy must be available on your website and, where appropriate, in the venues where you deliver Tailored Learning.

19. Funding for developing innovative provision

19.1 Funding for developing innovative provision enables eligible Learning Organisations to earn up to **5%** of their ASF allocation on the development of innovative provision. The purpose of this flexibility is to encourage local innovation and to support eligible Learning Organisations to be able to develop new provision, in partnership with local employers and others.

19.2 We expect that provision developed using this flexibility reflects the priorities outlined in the local skills improvement plans.

19.3 You have the flexibility to use all, or some, of the additional 5% and you must use this flexibility to fund the development costs of establishing new provision. This includes:

- research and developments costs to support work with large employers and/or local SME/micro businesses to scope and develop non-accredited provision bespoke to that employer
- project management costs to support the costs of overseeing the project development and setting up of new non-accredited provision. It could also cover the staff costs of developing and preparing new qualifications for submission to DfE/awarding bodies approval processes
- training for the trainer developing training for teaching staff to be able to deliver provision in new and emerging fields such as green skills and artificial intelligence

19.4 You must be able to demonstrate that the above activity has been delivered and ensure you clearly document and retain records as evidence of the complete breakdown of costs that have been incurred and paid.

19.5 This evidence may well form part of the documentation comprised of your normal financial systems and processes which demonstrate clearly the different costs specifically spent from this funding such as direct costs (such as invoices, expenses), personnel costs (such as payroll, time records) and any indirect costs (how these have been calculated).

19.6 You must complete the funding claim. Although the relevant guidance won't be published until later in the year.

19.7 You must not use this flexibility to claim:

- Funding for learners, including those where new provision is being piloted
- For any capital costs, building/estates refurbishments, maintenance and restoration

20. Learners with learning difficulties and/or disabilities

ASF does not fund learning for learners aged 19-24 who have an Education, Health and Care plan (EHC). This provision must be funded using the ESFA 16-19 funding methodology which is not available through the CPCA.

21. Support funding

21.1 The CPCA funded ASF's overarching aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning. Where you identify that a learner has a learning difficulty and/or disability, or a financial barrier, your CPCA funded ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.

21.2 Support for learners undertaking Tailored Learning is funded from within the Tailored Learning allocation.

21.3 Learning support

21.3.1 Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the [Equality Act 2010](#), for learners who have an identified learning difficulty and/or disability, to achieve their learning goal.

21.3.2 Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.

21.3.3 You must:

- Carry out and document a thorough assessment to identify the learner's learning difficulty and/or disability
- Agree and record the assessment and outcome of your assessment in the evidence pack
- Record details of the reasonable adjustments required and how support will be planned and delivered
- Record and retain the appropriate evidence to demonstrate that the planned support has been delivered
- Confirm the continuing necessity and appropriateness of these reasonable adjustments on a monthly basis
- Report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the Learning Delivery Funding and Monitoring field and entering the corresponding dates in the Date applies from and Date applies to fields. This does not apply to any non-formula Tailored Learning
- Learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made

21.3.4 All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate, up to 19,000 you must also use the [earnings adjustment statement \(EAS\)](#). For any costs over 19,000 please see the next section for exceptional learning support.

21.3.5 You must keep evidence of these additional costs in the evidence pack. You must only record the excess amount on the EAS, not the whole learning support cost. Unless a learning aim is delivered in less than one calendar month, in this case you may claim the entire cost through EAS.

21.4 Exceptional Learning Support claims above £19,000

21.4.1 If a learner needs significant levels of support to start or continue learning and has support costs of more than 19,000 in a funding year, you can claim exceptional learning support (ELS) but only for the amount above 19,000. The amount up to 19,000 should be claimed through the monthly rate and any excess funding through the EAS. Learners aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority.

21.4.2 You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs more than 19,000 in a funding year, by completing and sending the [ELS claims document](#).

21.4.3 To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan.

21.4.4 When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support

claim. You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

22. Learner support

22.1 Learner support is available to provide financial support for learners with a specific financial hardship preventing them from taking part/continuing in learning. Before you award support to a learner, you must identify their needs within the following categories.

- Hardship funding general financial support for financially disadvantaged learners to support participation learning
- 20+ childcare funding for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs
- Care to Learn top up for 19-year-olds
- ICT devices and connectivity to support disadvantaged learners who cannot undertake online delivery
- Care leaver support bursary

22.2 You must not claim more than 5% of your total learner support as administration expenditure.

22.3 You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories. You must follow these rules and claim learner support using the appropriate method as set out below.

22.4 You must:

- Have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
- Assess and record the learner's needs, demonstrating the need for support you must record this information and retain in the evidence pack
- Report the appropriate Learner Support Reason codes in the Learner Funding and Monitoring fields in the ILR. This does not apply to non-formula Tailored Learning
- Complete 3 funding claims throughout the year in line with funding claims guidance if you have a grant contract, else record delivery through the earning adjustment statement each month if on a contract for services
- Consider the availability of other support for learners, for example from Jobcentre Plus
- Make it clear to learners it is their responsibility to tell the Department for Work and Pensions about any learner support they are receiving from you, as learner support payments may affect their eligibility to state benefits
- Use either ASF or loans bursary to support specific provision funded by either ASF or ALL where a learner is on 2 courses at the same time.

22.5 You must not use learner support funds for any of the following:

- Essential equipment or facilities if the learner is eligible for full funding with the exception of the items covered in the first clause of the [hardship](#) section and the flexibilities in [ICT devices and connectivity](#) section

- A learner in custody or released on temporary licence
- A learner carrying out a higher education course or learning aims fully funded from other sources
- To pay attendance allowances or achievement and attendance bonuses

22.6 Hardship

22.6.1 You can use hardship funds for the following:

- Course-related costs, including course trips, books and equipment (where costs are not included in the funding rate)
- Support with domestic emergencies and emergency accommodation provided by others, or by providing items or services or cash direct to the learner, this can be in the form of a grant or repayable loan provided by you
- Transport costs (but not make a block contribution to post-16 transport partnerships or routinely fund transport costs covered in the local authority's legal duty for learners of sixth-form age)
- Examination fees
- Accreditation fees, professional membership fees and any fees or charges due to external bodies
- Your registration fees
- To support continuing traineeship learners, including the work placement element

22.6.2 In exceptional circumstances, you can use hardship funds to assist with course fees for learners who need financial support to start or stay in learning. If an asylum seeker is eligible for provision, you may provide learner support in the form of course-related books, equipment, cash payments or a travel pass.

22.7 20+ Childcare

22.7.1 You can only use childcare funding to pay for childcare with a childminder, provider or childminder agency, registered with Ofsted.

22.7.2 You must not use childcare funding to:

- Fund informal childcare, such as that provided by a relative
- Set up childcare places or to make a financial contribution to the costs of a crèche

22.7.3 You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving Care to Learn payments.

22.8 19-year-olds Care to Learn

22.8.1 Learner support may also be used to provide further help with childcare costs for 19-year-old learners in receipt of Care to Learn whose costs exceed the weekly maximum rates for that scheme. The top up may only be applied to childcare provision [eligible under the Care to Learn scheme](#) rules. The institution must hold evidence that the maximum amount is being paid under Care to Learn to

confirm that a top up is required. Any top up paid must be made in line with Care to Learn guidance and paid directly to the childcare provider.

22.9 ICT devices and connectivity

22.9.1 You can support disadvantaged learners who are undertaking classroom or blended learning to continue to participate via online learning where the learner does not have:

- Internet access at home, and/or
- A suitable device, for example a laptop or tablet, to complete the necessary online course work

22.9.2 You must secure value for money when purchasing IT devices and/or internet access including:

- Deploying any unused devices before you purchase new ones
- Exploring options to access low cost second hand or recycled devices
- Avoiding entering long term contract arrangements
- Holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us, if asked

22.9.3 IT devices you purchase must only be loaned out to learners and returned at the end of their learning aim to allow them to be re-used by other learners. Learners must sign a declaration, confirming:

- They will return the device when their online learning aim(s) is complete, or if they leave before completing their learning
- They will return the device in the same condition in which they received it

22.9.4 You must maintain an up-to-date record of the loan and return of devices to learners.

22.9.5 You must record the following evidence in the learners evidence pack:

- The outcome of the assessment undertaken to identify the learner's individual needs
- The learner declaration referred to above

23. Job outcome payments

23.1 For fully funded learners who are unemployed we will pay 50% of the achievement payment if they start a job before achieving the learning aim. If the learner then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:

- The learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for 4 consecutive weeks
- Where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these

24. Subcontracting

All sub-contracting arrangements must be agreed, in writing, before any delivery of Combined Authority funded ASF activity is undertaken.

24.1 During 24/25 the Combined Authority will undertake checks on sub-contracting to ensure that appropriate controls have been designed and implemented by a lead provider to demonstrate that:

- There is effective oversight and management of public funds and
- ASF funds are used to best effect, to maximise the value to benefit the learner

24.2 We define a delivery subcontractor as a separate legal entity that has an agreement with you to deliver any element of the education and training the CPCA fund. A separate legal entity includes companies in your group, other associated companies, and sole traders. It also includes residents who are self-employed or supplied by an employment agency, unless those residents are working under your direction and control, in the same way as your own employees.

24.3 You must take your own legal advice about the impact [of Public Contracts Regulations 2015](#) on your recruitment of delivery subcontractors and have this advice available for inspection by us on request.

24.4 Your governing body or board of directors and your accounting officer (senior responsible person) must agree your policy for delivery subcontracting. You must publish your policy for delivery subcontracting on your website.

24.5 You are responsible for all the actions of your delivery subcontractors connected to, or arising out of, the delivery of the services which you subcontract.

24.6 You must only use delivery subcontractors:

- If you have the knowledge, skills and experience within your organisation to successfully procure, contract with and manage those subcontractors and can evidence this with the CVs of relevant staff;
- That your governing body/board of directors and your accounting officer (senior responsible person) determine as being of high quality and low risk, and provide written evidence confirming this; and
- If you have robust procedures to ensure subcontracting does not lead to the inadvertent funding of extremist organisations.

24.7 Selection and procurement of Sub-Contractors

24.7.1 You will be required to outline any subcontracting plans you anticipate carrying out prior to commencement of your grant. Any subcontracting plans must be agreed with us before any subcontracts are signed.

24.7.2 You cannot subcontract more than **25%** of your contract value. Exceptional Cases for exceeding 25% will be considered for Local Authority Learning Organisations only but capped at **35%** and will require a business case as part of the approval process. (The Business Case is for Local Authority only). Different arrangements for Third Sector consortia have been developed. You must have the Combined Authority's agreement (in writing) before proceeding with sub-

contracting. All sub-contractors must be disclosed on the Sub-contractor Declaration Form. For transparency, a list of sub-contractors and their funding values will be published on the Combined Authority website.

24.7.3 Changes to your subcontracting plans after you have entered into a grant agreement with us must be agreed with us in advance.

24.7.4 When appointing delivery subcontractors, you must avoid conflicts of interest and you must write to us through your Combined Authority Relationship Manager about any circumstances (for example, where you and your proposed subcontractor have common directors or ownership) which might lead to an actual or perceived conflict of interest.

24.7.5 You must carry out your own due diligence checks when appointing delivery subcontractors and have both the process and the results available for inspection by us. You must not use a delivery subcontractor's presence on a public register or database, as an indicator that they are suitable to deliver to your specific requirements.

24.7.6 You must not enter new subcontracting arrangements or increase the value of your existing arrangements if any of the following circumstances apply. These conditions will continue until we are satisfied that the concerns have been addressed and the circumstances below no longer apply:

- If Ofsted has rated your leadership and management as inadequate
- If the outcome of your annual financial health assessment is inadequate unless we have provided written permission in advance.

24.7.7 You must not increase the value of delivery subcontracts agreed to over **25%** of your contract value without written permission from the Combined Authority.

24.8 Appointing a Subcontractor

24.8.1 You must not enter into any agreement for Brokerage.

24.8.2 You must only award contracts for delivering provision funded by the Combined Authority's ASF to legal entities. If the legal entity is a registered company, it must be recorded as active on the [Companies House](#) database.

24.8.3 You must not award a subcontract to any organisation if:

- it has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed; or
- its statutory accounts are overdue

24.8.4 You must make sure that residents supported through subcontracting arrangements know about you and your delivery subcontractor's roles and responsibilities in providing the learning.

24.8.5 You must have a legally binding contract with each delivery subcontractor that includes all the terms set later within this document and you must have a contingency plan in place for residents if:

- you need to withdraw from a subcontract arrangement;

- a delivery subcontractor withdraws from the arrangement, or
- a delivery subcontractor goes into liquidation or administration

24.8.6 You must ensure that there is a continuity of Services for existing learners

24.8.7 You must make sure that the terms of your subcontracts allow you to:

- monitor the delivery subcontractor’s activity;
- have control over your delivery subcontractors; and
- monitor the quality of education and training provided by delivery subcontractors.

24.9 Terms that you must include in your contracts with delivery subcontractors

24.9.1 You must make sure your delivery subcontractors:

- Meet the requirements set out in our Funding Rules
- Provide you with ILR data so your data returns to us accurately reflect your subcontractors delivery information;
- Give us, and any other person nominated by us, access to their premises and all documents relating to the Combined Authority’s ASF and other provision co-funded by the ASF;
- Give you enough evidence to allow you to:
- Assess their performance against Ofsted’s Common Inspection Framework
- Incorporate the evidence they provide into your self- assessment report, and guide the judgements and grades within your self- assessment report
- Always have suitably qualified staff available to provide the education and training we fund through the ASF;
- Ensure safeguarding and the PREVENT duty are implemented
- Co-operate with you to make sure there is continuity of learning if the subcontract ends for any reason;
- Tell you if evidence of any irregular financial or delivery activity arises; irregular activity could include, but is not limited to:
 - Non-delivery of training when funds have been paid
 - sanctions imposed on the delivery subcontractor by an awarding organisation
 - Inadequate Ofsted grade
 - Complaints or allegations by residents, people working for the delivery subcontractor or other relevant parties, and allegations of fraud

24.10 Monitoring

24.10.1 You must manage and monitor all your delivery subcontractors to ensure that high-quality delivery is taking place that meets our Funding Rules.

24.10.2 You must carry out a regular and substantial programme of quality-assurance checks on the education and training provided by delivery subcontractors,

including visits at short notice and face-to-face interviews with staff and residents. The programme must:

- Include whether the residents exist and are eligible;
- Involve direct observation of initial guidance, assessment and delivery of learning programmes;

24.10.3 The findings of your assurance checks must be consistent with your expectations and the delivery subcontractor s records.

24.11 Evidence

24.11.1 You must hold and retain evidence to assure us that you are using the funding appropriately. Most evidence will occur naturally from your normal business process.

24.11.2 You must make sure enrolments for CPCA funded ASF support decision to claim funding and support the individual s case for consideration as resident in CPCA region

24.11.3 In line with General Data Protection Regulations (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take photocopies to prove eligibility.

24.12 Second-level subcontracting

24.12.1 You must not agree the use of any delivery subcontractor where this would require you to subcontract education and training to a second level. All of your delivery subcontractors must be contracted directly by you.

24.13 Requesting subcontracting arrangements

24.13.1 Prior to the commencement of your grant, you must submit your subcontracting plan for the delivery year to us. You may not subcontract without our prior written approval

24.13.2 You must also update and reconcile your subcontracting plan if your subcontracting arrangements change during the year. You may not make changes to your subcontracting plan without our prior written approval.

24.14 Distributing income between you and your delivery subcontractors

24.14.1 Your governing body or board of directors must review your delivery subcontracting funding retention and charges policy. Your accounting officer must sign the policy

24.14.2 You must publish your delivery subcontracting funding retention and charges policy on your website before entering into any subcontracting agreements for each funding year.

24.14.3 As a minimum, you must include the following in your delivery subcontracting funding retention policy:

1. Your contribution to improving your and your delivery subcontractor s quality of teaching and learning
2. The typical percentage range of funding you retain to manage delivery subcontractors, and how you calculate this range. We will consider a retention of up to 15% of funding to manage delivery subcontractors as a maximum cap and would not expect Learning Organisations to retain more than this.
3. Any support delivery subcontractors will receive in return for the fee you charge
4. Any oversight and management of delivery which you will carry out with the funding you retain
5. If appropriate, the reason for any differences in retention amounts or support provided to and management and oversight of different delivery subcontractors
6. Payment terms between you and your delivery subcontractors; the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received
7. How and when you communicate and discuss your policy with current and potential delivery subcontractors
8. Timing for policy review (which should be done annually) and
9. Where you publish your policy.

24.14.4 You must also tell us the actual level of funding paid and retained for each of your delivery subcontractors.

24.14.5 You must include the following in your published delivery subcontracting funding retention and charges information:

- Name of each delivery subcontractor
- the [UK Learning Organisation Reference Number \(UKPRN\)](#) of each delivery
- Subcontractor
- Contract start and end date for each delivery subcontractor;
- Funding we have paid to you for ASF delivery by each delivery
- Subcontractor in that funding year
- CPCA funding you have paid to each delivery subcontractor for ASF
- Delivery in that funding year
- CPCA funding you have retained in relation to each delivery
- Subcontractor s ASF delivery for that funding year and
- If appropriate, CPCA funding each delivery subcontractor has paid to
- You for services or support you have provided in connection with the
- Subcontracted delivery.

25. Data Submissions

25.1 As a Learning Organisation you must ensure you have the capacity and capability for accurate data and evidence collection, management, and reporting, and must be able to comply with both the Combined Authority and the ESFA submission of data including but not limited to the Individualised Learner Record (ILR) or Earnings Adjustment Statement (EAS) and any associated evidence before you enter into contract and start delivery, with prompt changes to learner data e.g., withdrawals from learning being actioned in the ILR.

25.2 Learning Organisations must ensure that all documentation relating to the enrolment of Combined Authority residents, and the record of learning activity is completed accurately.

25.3 ILR data submitted for Combined Authority residents will continue to be sent to the ESFA through “Submit Learner Data. ILR files will be validated at the point of transmission against both definitions and validation rules. If any data fails the validation checks, then the learner record and all associated records for that learner will be rejected.

25.4 Rejected records are not loaded into the national ILR database and so do not generate funding; these records are reported on the rule violation report. This will ensure that the data received by the Combined Authority is accurate and complete as this will be the basis upon which you will get paid.

25.5 As part of our assurance work, we will be monitoring the data you submit to the ESFA from the individualised learner record (ILR) and the earnings adjustment statement (EAS). We will carry out regular desktop reviews of how the national funding system and our funding rules are operating allowing us to identify errors in the devolved ASF funding claimed for Combined Authority residents by Learning Organisations, which might require further investigation. Details of Combined Authority funding rates and rules is available on our website.

26. Individual Learner Record (ILR)

26.1 As a Learning Organisation delivering provision to Combined Authority residents you will be required to complete the Individual Learner record in the 2024/25 academic year. The ESFA will continue to hold ILR data in a single national data set. Learning Organisations must upload its ILR data via the ESFA, it cannot submit the data directly to the Combined Authority. We require that a first complete return for all ASF funded learning should be made at the R04 point.

26.2 The purpose of these codes is to identify learning aims that need to be monitored as part of new flexibility or to identify elements that are being funded via the EAS, e.g., learning aims associated with a Sector Based Work Academy will be identified by specific DAM codes. The detail of what you need to provide will be dependent upon the Lots you are delivering, and the detail will be included in the data schedule of your Grant/Contract.

26.3 If you do not have an MI system capable of generating an XML file, then you should use the ESFA, ILR Learner Entry Tool which will enable you to create an ILR file for upload to Submit Learner Data. ESFA and we recommend uploading the data as compressed files. The file must contain all Learner records, Learning Delivery records and Learner Destination and Progression records for all Combined Authority funded residents for the year to date.

26.4 As a Learning Organisation you must submit a single file containing all your learner, learning and destination records for all ASF funding, for the year to date. Each file overwrites all previously submitted records by you. This means that you cannot split the data into separate files and transmit each file separately. You cannot send records for learners funded from different funding models in separate files as these will overwrite one another.

26.5 Destination and Progression data cannot be sent in a separate file to Learner and Learning Delivery data: doing so would cause the Learner and Learning Delivery records to be deleted from the ILR database. Once you submit a file to Submit Learner Data it cannot be deleted if the file contains

incorrect data this can only be corrected by submitting another ILR file to overwrite the incorrect one. The last file submitted by you will be the one loaded into the national database for that return.

26.6 If you have a grant agreement, we will contact you where we identify you have submitted data that does not meet our funding rules and ILR requirements. We will require you to correct inaccurate Individualised Learner Record (ILR) and Earnings Adjustment Statement (EAS) data or to adjust your final funding claim.

26.7 For provision funded through a contract for service, we will use the information you provide in your funding claims, ILR and EAS data to review, in-year, your contract value for 2024/25. If at the performance-management points we have evidence that you will not deliver your contract value in full, we may reduce it to a level that is line with your actual in-year delivery. We will make these reductions in line with these rules and consider after period 6 and at the end of the year.

27. Recording Late Data in the ILR

27.1 If a learner is continuing learning at the final R14 collection at the end of the year, but you record in the subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back.

27.2 You can pay this funding back through the EAS recording a negative figure in the 'Authorised claims' adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding.

28. Earnings Adjustment Statement

28.1 The use of the EAS has been expanded for 2024/25. As well as recording Earnings Adjustment Statement and Learner Support Funding in your quarterly manual claims to the Combined Authority, you will also be required to record your monthly claims for this funding via Submit Learner Data's online Earnings Adjustment Statement process.

28.2 As part of your usual quarterly manual EAS returns (templates to be supplied by CPCA) you will also be asked to indicate your progress at each return and to forecast your expected outturn at R14. Please ensure accuracy of your data.

29. Payment Arrangements

29.1 We will run the BACS payments monthly and within a maximum of 30 days on receipt of the ESFA Occupancy Report. You will need to ensure that you have cash flow available to accommodate these payment terms. You will be provided in advance of the start of the funding year, with a payment profile based on your agreed delivery plan underpinned by your Grant/Contract. You will be advised in writing in advance of any in-year changes being made to the value of your Grant or Contract. We reserve the right to hold payments in case of underspend or cease payments, should you be in breach of your Contract/Grant.

29.2 The normal payment timeline is shown below, the exception will be month one (August 2024) where those Learning Organisations who it has been agreed by the Combined Authority will receive the funding agreed on their payment profile for that month only.

30. Grant Funding Arrangements

30.1 Paid on profile: As a Grant funded Learning Organisation, you will have submitted and agreed a delivery plan for the 2024/25 funding year. The plan includes estimates of volumes, mix of provision, and spend across the full range of provision you expect to deliver and reconciles to the total value of your Grant allocation. The Grant can be used only to fund new starts for adult skills, non-formula funded community learning (where applicable to you) and learner support.

30.2 The delivery plan will underpin your performance management dialogue, but your payment profile for the funding year 1st August 2024 to 31st July 2025 is going to be a flat profile for Adult Skills Fund & Free Courses for Jobs.

31. Grant funded in-year performance management

31.1 Whilst payment mechanisms might be different the new risk-based performance management principles will apply to all ASF Learning Organisations, including those funded by Grant. If the college or Local Authority or Specialist Designated Institute is underperforming, funding can be removed in year. If it has the capacity to grow its provision in certain sectors, or to support specific cohorts, it could be provided with additional funding in-year. Any decision to increase/decrease Grant allocations will be discussed in advance of any changes being made.

31.2 Performance reviews will include quality, delivery, finance, compliance, and your overall progress against your delivery plan. The expectation is that in 2024/25 academic year formal performance management will take place four times a year for contract and three times a year for grant. If the risk profile of the grant funded Learning Organisation changes in year, then we reserve the right to change the performance management arrangements it has with you. Each grant funded Learning Organisation will know the performance management arrangements that will operate before the 1st August 2024.

32. Grant Funded end of year performance reconciliation

32.1 For grant funded Learning Organisations, at the end of the 2024/25 funding year, CPCA will apply a performance threshold of 100% for all Learning Organisations and unspent ASF funds will be recovered through profiled payments in January 2025 – March 2025, following R14 2024/25. Over-performance of up to 103% within Adult Skills delivery only, will be paid for 2024/25 inclusive, to reward high-performance and support Learning Organisation growth. This is subject to the availability of budget.

32.2 The Combined Authority's calculation of whether a Learning Organisation has delivered 100% will include delivery confirmed through a review of their ILR and EAS information and their in-year

overall performance. If you do not deliver 100% or above, we will confirm the value of funding you must return in your reconciliation statement.

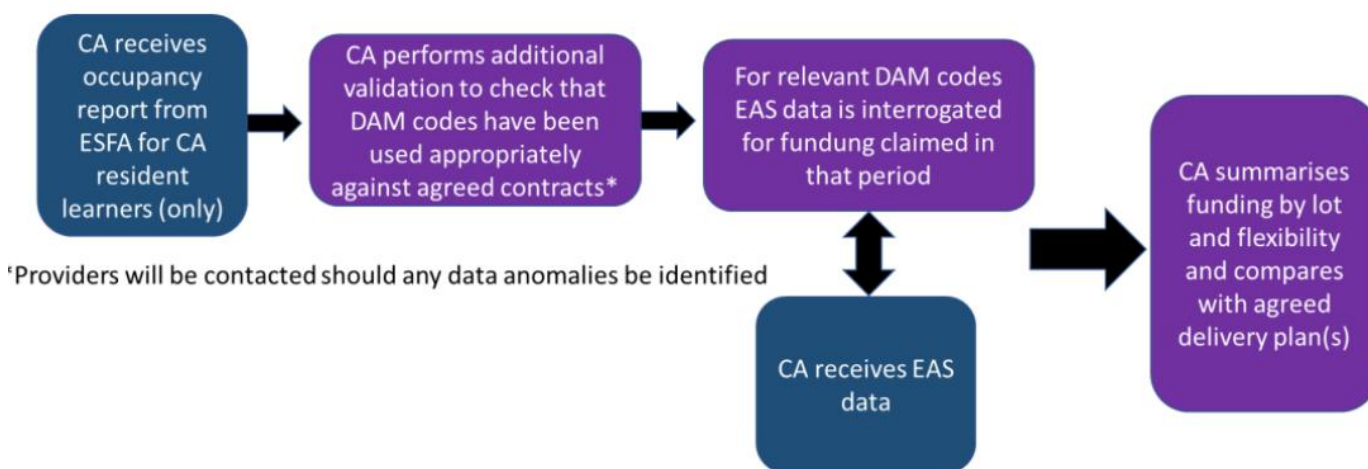
33. Contract for services funding arrangements

33.1 Independent Training Providers (ITPs) who have secured a contract with the Combined Authority, will be subject to its risk-based performance management arrangements. The risk rating you attract will decide on how you will be paid.

33.2 You will be paid on actual delivery, one month in arrears, for the 2024/25 funding year. Your payments will be based on your actual delivery and reconciled against your proposed delivery plan monthly. At no stage will the cumulative payments made to an ITP, breach the maximum value of the contract. Any over delivery will not be funded and variations to contract values will be formalised through a contract variation.

34. Data Validation within the Combined Authority

34.1 The Combined Authority will be undertaking the following approach to validating the information you submit.



35. Performance Management generic rules that apply to all delivery

35.1 We will apply different performance-management processes according to the type of funding agreement and risk profile of our agreement with you. Within these processes, we will apply our principles of performance-management consistently to all Learning Organisations. The approach we will be taking will be shared with you in advance of the start of the funding year.

35.2 We will use the Combined Authority funding and performance management approach for your ASF funding to make sure learning provision is high quality and that you are progressing against your delivery profile. We will assess your ability to deliver education and training to the required standard. It will include but not be limited to, Ofsted grades, financial health, financial management and control, outcomes, destinations, employer and learner feedback, and your delivery against your contract and delivery profile or Schedule 3.

35.3 Allocations and performance-management decisions are subject to affordability within the available budget at the time. As a result of the Combined Authority’s procurement, your contracting, payment, and performance management arrangements with us will have changed. It is essential that you understand which rules apply to you. One of the following two categories will apply to you; the rules for each of these are set out in the rest of this document.

Grant funded Learning Organisations with an ASF block grant without a procured ASF contract for services awarded through the ASF procurement

35.5 Your ASF is allocated to you as a block grant for 2024/25. We will make a flat-profile payments based on your allocation as set out in Schedule 2 of your Grant Funding Agreement. Your funding agreement will state the maximum amount of ASF provision you can deliver between 1 August 2024 and 31 July 2025. You must provide three funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year using the template that will be supplied to you. The funding claims must include Adult Skills and Tailored Learning, the funding claims you must provide are set out below:

Milestone	Timing
ILR Returns	In line with Annex A of the ILR Specification
Funding claims (including EAS where applicable)	The first quarter funding claim - R04 The second quarter funding claim - R06 The third quarter funding claim - R09 The fourth quarter funding claim - R12 The final year funding claim - R14 Please note: Earnings Adjustment Statements can be submitted more frequently, as required.
0% tolerance for under delivery at year end calculated	Final Claim: October 2025

35.6 We reserve the right to re-profile, reconcile or hold payments at any point during the funding agreement period. For any under-delivery at the end of the 2024/25 funding year, unspent ASF will be recovered through profiled payments between January 2026 – March 2026. Where your delivery is less than 100%, we will make an automatic year-end adjustment to your funding allocation, and you must pay back any unspent funds up to the full value of your ASF funding allocation. We will confirm the value of funding you must pay back in your reconciliation statement.

Contract for services funded Learning Organisations for 2024/25

35.7 We will calculate the value of your actual delivery using the latest validated ILR and EAS data you provide. We will pay you the Learner Support component on the standard national profile set out in Appendix 1 of your contract. We will reconcile this funding at the end of the year based on the funding claims you provide. We will recover under-delivery. For Learner Support you must provide five funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year.

36. Contract/Grant Performance Management Point (PMP)

36.1 The purpose of the PMP is to formally examine with you, your performance for individual grants or contracts. All relevant aspects of performance will be assessed against grant or contractual requirements and delivery plans. The usual frequency of the Reviews will be quarterly; however, this can be varied when appropriate. It may mean the Combined Authority holds more frequent reviews in the initial stages of the grant or contract.

36.2 The PMP meeting will focus on the ongoing achievement of performance levels and the delivery of high-quality teaching and learning, and is likely to cover the following areas:

- Funding allocation performance
- Action points outstanding from previous meeting
- Performance including outputs such as general learner participation and expenditure and outcomes such as participation in geographical priorities particularly Peterborough and Fenland, community cohesion, sustainable employment, qualification progression, wider outcomes, further learning, links to priority sectors and pay progression
- Expected future performance based on information available
- Review of any Action Plans – including performance expectations agreed at the last meeting
- Subcontractor and supply chain performance
- Good news stories/case studies
- Collaborative working
- CPCA / DfE policy changes

36.3 If data shows that you may not achieve the performance levels set out in your grant/contract, we will discuss with you whether an Action Plan is required. The Action Plan will be used to capture all agreed actions for performance improvement including incremental performance and pipeline data that may lead to improving performance levels in line with the agreement/contract.

36.4 If the remedial actions captured on the Action Plan are unable to lift your performance to meet the delivery profile performance levels, you will be invited to a meeting to discuss performance and receive a management letter to request specific performance improvement. At this stage you will be informed that formal action could be taken if performance does not improve.

36.5 In addition, as part of our financial assurance work, we will continue to place significant assurance on the national systems and processes operated by DfE and the ESFA. We will however expect you to be fully compliant with our funding rules.

36.6 The funding in your funding agreement or contract value can be used to fund both learning and support for new starts but not for carry in residents. You must ensure you have funding available to ensure all residents you enrol can complete their programmes.

36.7 The Combined Authority has no responsibility to pay any amount over and above your allocated funding amount for the funding year or fiscal year. If you deliver more than your contract value, you do so at your own risk, unless agreed in advance and in writing with the Combined Authority. Subject to budget, in 2024/25 inclusive, we will consider rewarding performance up to 103%.

36.8 For any new contractors awarded funding through our in-year procurement process, we will be implementing another procurement round for 2025/26, which all Independent Training Learning Organisations will need to apply for. Any future allocation will be subject to government policy, budget availability, your delivery and performance against your procured ASF contract value and the delivery agreed with you as part of the contract award. Performance management all ASF provision will be undertaken whether Grant or a Contract.

36.9 If we increase your contract value through a performance-management process, you must use that extra funding to deliver the exact type of learning provision for which you requested and are awarded funding.

36.10 You cannot shift funds between ASF and any other funding stream.

36.11 The Combined Authority reserve the right to increase or decrease the number of performance management points we operate, in line with delivery against the funding available for ASF and reserve the right to adjust your contract value if there is a risk that demand for ASF may exceed the budget available.

37. Funding Claims

37.1 At the performance management review at Quarter 2 (Period 6), we will be looking at the annual allocation for all Learning Organisations: which could mean a reduction or increase in the allocation according to the performance of the previous 6 months and expectations for the next 6 months. If we decide to reallocate funding, we will have a transparent process to invite and assess growth requests. We will expect all requests for growth to be supported by evidence of expected demand and alignment to our Employment and Skills Strategy.

Annex A: eligibility for funding

This annex sets out the countries falling within the below categories as referenced in the [residency eligibility](#) section.

British Overseas Territories

- Anguilla
- Bermuda
- British Antarctic Territory
- British Indian Ocean Territory
- British Virgin Islands
- Cayman Islands
- Falkland Islands
- Gibraltar
- Montserrat
- Pitcairn, Henderson Island, Ducie and Oeno Islands
- South Georgia and the South Sandwich Isles
- St Helena and its dependencies (Ascension and Tristan da Cunha)
- Turks and Caicos Islands

EEA

The EEA comprises of the following countries:

- All Member States of the European Union

You can access a list of member states on the [EU website](#).

With respect to EEA nationality, note that any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national.

- Iceland
- Lichtenstein
- Norway

The table below lists territories that are categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the ASF Funding Rules.

Denmark	The following is part of Denmark: Greenland Faroe Islands
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Finland	The following is part of Finland and the EU: Aland islands
France	The following is part of France and the EU: the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon) The following is part of France: New Caledonia and its dependencies French Polynesia Saint Barth lemy
Germany	The following is part of Germany and the EU: Tax-free port of Heligoland
Netherlands	The following is part of the Netherlands: Antilles (Bonaire, Curacao, Saba, St Eustatius and St Maarten) Aruba
Portugal	The following is part of Portugal and the EU: Madeira The Azores
Spain	The following is part of Spain and the EU: the Balearic Islands the Canary Islands Ceuta Melilla

Andorra, Macau, Monaco, San Marino and the Vatican are not part of the EU or the EEA.

Annex B: Devolution of adult education functions

As a devolved authority CPCA has the responsibility for funding ASF to its residents. Details of all powers and funding that have been devolved to individual areas can be found through the [local government association website](#).

Annex C: Data Collection and Data Protection

Data underpins the funding and commissioning decisions made by the Combined Authority. It also underpins and informs the work of Ofsted and other agencies. When aggregated, it presents the progress and position of the FE sector to the Combined Authority, sponsoring departments and to the Government, thereby informing policy making decisions.

The Combined Authority will in 2024/25 be using the data recorded on the ILR to calculate funding earned by Learning Organisations. The data will provide management information, including performance indicators, which will be used to manage your current Grant Agreement or Contract for Services.

The data gathered provides information about the effectiveness of the learning programmes in terms of who they reach, what learning they receive and what outcomes are subsequently achieved. The Combined Authority is interested in developing the types of information collected to ensure that it can adequately assess progression, impact and outcomes which will be different from those currently reported. In 2024/25, the Combined Authority will require Learning Organisations to return information not recorded in the ILR at certain intervals to support this.

The data collected in the ILR will also be used to ensure that the ASF funding devolved to the Combined Authority is being spent in line with its statutory duties and its wider skills ambitions. Combined Authority ASF funded learning is recorded using code 115 in the Funding model field.

Individualised Learner Record (ILR) file

You can collect the data required to make an ILR return in whatever way you wish to and in the best way that supports your natural business processes. For example, information about a learner may be gathered on a paper enrolment form or through an online enrolment process. Much of the information about the learning aims and programmes being undertaken may be held within a Management Information System (MIS) and can be exported directly from this. However, the information must be collated and submitted in accordance with the ILR guidance which relates to provision delivered by the Combined Authority.

Data Protection

You should make sure that all learners have seen the Privacy Notice, which informs them about how their data will be used. The Privacy Notice can be found [here](#). You should ask learners if they do not wish to be contacted for marketing, survey or research purposes and record this information in the Learner contact preference fields in the ILR. You are required to ensure that the requirements of the Data Protection Act are always maintained.

Annex D: CPCA contribution charts text version

Lists 1 and 2 are the text version of charts 1 and 2 and show the level of CPCA funded ASF.

Chart 1: 19- to 23-year-olds

- English and maths for those aged 19 to 23 up to and including level 2; Must be delivered as part of the legal entitlement; Fully funded
- Essential digital skills qualifications up to and including level 1; Must be delivered as part of the digital legal entitlement qualifications; Fully funded
- First full level 2 entitlement (excluding English & maths); First full level 2 must be delivered as part of the legal entitlement qualifications: Fully funded
- Learning aims up to and including level 2 (Local flexibility offer); For those who meet the earnings threshold criteria and have exhausted their first full level 2 legal entitlement; Fully funded. For those who do not meet the earnings threshold criteria; Co-funded
- First full level 3 legal entitlement; First full level 3 must be delivered as part of the legal entitlement qualifications; Fully funded
- Level 3 free courses for jobs (FCFJ but funded via ASF) offer; For those who meet the earnings threshold criteria and have exhausted their legal entitlement; Fully funded. Learners above the earnings threshold; advanced learner loans
- English for speakers of other languages (ESOL) learning up to and including level 2; Fully funded

Chart 2: 24+

- English and maths up to and including level 2; Must be delivered as part of the legal entitlement ; Fully funded
- Essential digital skills up to and including level 1; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Level 2 and learning up to level 2 (local flexibility and access to L2 legal entitlement qualification as a policy addition); For those who meet the earnings threshold criteria; Fully funded. For those who do not meet the earnings threshold; Co-funded
- Level 3 free courses for jobs (FCFJ) offer; For those who meet the earnings threshold criteria; Fully funded. For those who do not meet the earnings threshold criteria; [advanced learner loans](#)
- English for speakers of other languages (ESOL) learning up to and including level 2; Fully funded.

Annex E: Qualifications

Full Level 2 Qualification

Full level 2 is the level of attainment which, is demonstrated by:

- a GCSE in 5 subjects, each at grade 4 (C) or above, or
- a Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance tables

Please refer to the [qualification downloads - list of qualifications approved for funding](#) on GOV.UK or email qualifications.approval@education.gov.uk if you need advice on a previous qualification s designation.

Full level 3 Qualification

Full level 3 is the level of attainment which is demonstrated by a:

- General Certificate of Education at the advanced level in 2 subjects
- General Certificate of Education at the AS level in 4 subjects
- QAA Access to Higher Education (HE) Diploma at level 3
- Technical, or applied general qualification at level 3, which meets the requirements for the 16 to 19 performance tables
- Core maths at level 3

Please email qualifications.approval@education.gov.uk if you need advice on a previous qualification s designation.

For new linear AS and A levels, where a learner enrolls on an AS qualification and continues with further study to take the A level qualification in the same subject, you must record both the AS and A level in the ILR. The AS learning aim will be funded separately to the A level learning aim.

Approved qualifications

Where you deliver regulated qualifications and/or their components, you must ensure they are [approved for ESFA funded ASF](#) and available on [find a learning aim](#).

[Qualifications and public funding](#) provides information on qualifications that are no longer approved for funding.

Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or component in line with the awarding policies and procedures. You must not pre-register students a significant period in advance of the learner starting the qualification.

We will fund qualifications that are linked to occupational regulation/licence to practise. You can find more information about these qualifications at the [qualifications website](#).

Before delivering a component, you must check with the awarding organisation they provide a learner registration facility, and the learner can achieve it alone or as part of accumulating achievement towards a qualification.

If the [UK ENIC](#) has confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 [legal entitlement](#), the individual will be deemed to have achieved their first full level 2 and/or level 3 qualification.

You must provide accurate unique learner number (ULN) information to awarding organisations and ensure all information you use to register learners for qualifications is correct. You can find more information in the [Learner Records Service](#) guidance.

Annex F: Evidence

Evidence Pack

The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.

Evidence in the evidence pack must assure us that the learner exists.

The learner must confirm information they provide is correct when it is collected.

If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.

Where you hold information centrally, you only need to refer to the source.

If applicable, the evidence pack must confirm the following:

- all information reported to us in the ILR, EAS, funding claims if applicable, and all supporting evidence to substantiate the data that you report
- your assessment and verified evidence of eligibility for funding and a counter signed record of the evidence the learner has provided to support their eligibility for funding
- copies of all assessments and diagnostics undertaken to determine a learner s requirements
- evidence and information on prior learning that affects the learning or the funding of any of the learning aims or programme
- for personalised learning programmes , for example, Non-Regulated Learning aims, full details of all the aspects of the learning to be carried out, including supporting evidence of the number of planned hours reported in the ILR
- a description of how you will deliver the learning and skills and how the learner will achieve
- the supporting evidence about why you have claimed funding and the level of funding for a learner
- details and evidence of any learner or employer contribution
- support needs to be identified, including how you will meet these needs and the evidence of that
- that learning is taking or has taken place (including a work placement for continuing traineeship learners) and records are available
- if applicable, a learner s self-declaration as to what state benefit they claim
- a learner s self-declaration on their status relating to gaining a job; and
- all records and evidence of achievement of qualifications, learning aims or continuing traineeship learners. This must be available within 3 months of you reporting it in the ILR

Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.

If a subcontractor delivers any provision to the learner, the provider must clearly identify the subcontractor. This must match the information reported to us in the ILR.

Confirmation and signatures

The learner must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.

We accept electronic evidence, including electronic/digital signatures. Where evidence is electronic, you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.

Both electronic and digital signatures are acceptable. We do not specify which should be used, only that a secure process to obtain and store signatures is followed:

- an electronic signature is defined as any electronic symbol or process that is associated with any record or document, where there is an intention to sign the document by any party involved
- an electronic signature can be anything from a check box to a signature and/or
- a digital signature is where a document with an electronic signature is secured by a process making it non-refutable
- it is a digital fingerprint which captures the act of signing by applying security to a document. Usually documents which have a digital signature embedded are extremely secure and cannot be accessed or amended easily

Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure to us the original signature has not been altered. Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.

You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

Starting, participating and achieving

You can only claim CPCA funded ASF when directly related learning starts. **This would not include enrolment, induction, prior assessment, diagnostic testing, or similar activities.**

For your direct delivery, and any subcontracted delivery, you and where relevant, your subcontractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.

Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.

You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.

Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

Leaving learning

You must report the learning actual end date in the ILR for a learner who leaves learning as the last day that you can evidence they took part in a learning activity.

Individualised learner record (ILR)

You must accurately complete all ILR fields as required in the [2024 to 2025 ILR specification](#) even if they are not required for funding purposes.

In addition you must apply specific CPCA ILR coding as detailed in the CPCA ILR Guidance 2024/25 which will be available shortly.

Failure to correctly code activity in the ILR may result in a loss of CPCA funding.

The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible learners. You must not report inaccurate information that would result in an overstatement of the funding claimed.

Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.

Self-declarations by learners

All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.

If a learner self-declares prior attainment, you must check this in the [personal learning record \(PLR\)](#) and query any contradictory information with the learner. The PLR will not necessarily override the learner's self-declaration.

Annex G: 19-22 Care Leavers Bursary & Armed Forces Covenant

Care Leavers Bursary

As part of our commitment under the Care Leaver's Covenant, the Combined Authority will continue to fund the Care Leavers Bursary for young people aged 19-22 under the care of our constituent councils. For the 2024/25 academic year, Combined Authority funded ASF Learning Organisations inclusive, will be able to utilise funding from their ASF Learner Support Fund allocation to provide a bursary to Care Leavers enrolled under the Youth Offer for up to 1,500. Its purpose is to enable Care Leavers to overcome any financial barriers to learning. Learning Organisations must ensure they have a clear and accessible policy or statement setting out how they will use their bursary fund, the eligibility criteria they use and any terms and conditions they set. Learning Organisations may utilise the Care Leaver's Bursary to incentivise participation, attendance, attainment, and progression to higher levels of learning or employment.

Eligibility for the Bursary will be:

An official letter from a named social worker at Cambridgeshire County Council or Peterborough City Council confirming the learner is a Care Leaver. If the learner is not resident within the Combined Authority but in the care of our constituent councils, they will only receive the bursary if they are enrolled onto a Youth Offer programme at a Combined Authority contracted ASF Learning Organisation.

Age

A learner must be aged 19 or over but under 22 at 31 August 2024 to be eligible for support from the Care Leavers Bursary in the 2024 to 2025 academic year.

Learners aged 22 or over are only eligible to receive the Care Leavers Bursary if they are continuing a Youth Offer programme funded by ASF at a Combined Authority contracted Learning Organisation and they began aged 19 to 21 (22+ continuers).

These two groups of learners aged 19+ can receive the Care Leavers Bursary only while they continue to attend education or training at a Combined Authority contracted ASF Learning Organisation (in the case of a 22+ continuer, this must be the same programme they started before they turned 22), if their eligibility continues, and their institution considers they need the support to continue their participation.

Purpose of the Bursary

Students who meet the criteria, and who have a financial need, can apply for a bursary for vulnerable groups. The defined groups reflect that these students are unlikely to be receiving financial assistance from parents or carers, so may need a greater level of support to enable them to continue to participate. Students should be awarded the amount of support they need to participate based on an assessment of the types of costs they have and not automatically

awarded 1,500. Institutions must ensure students are eligible for the bursary for defined vulnerable groups in each year they require support.

Learners who are not funded or eligible for ASF are not eligible for the Care Leavers Bursary.

Postcode

To be eligible for the Care Leavers Bursary 19-22, learners must either be in the care of our constituent councils or a resident within a Combined Authority postcode. For example, Care Leavers under the care of non-constituent councils are eligible for the bursary, if they are a CPCA resident. In this case, a letter from the social worker confirming the learner's status as a Care Leaver and address within the CPCA will be necessary to confirm eligibility.

Bursary funds must not be awarded to learners enrolled at another institution, where that institution also receives public funding for the learner.

Learners aged 19 - 22 enrolled on higher education qualifications are not eligible for support under this scheme.

Eligible education provision

To qualify for the Care Leavers Bursary, eligible learners must be participating in provision that is subject to inspection by a public body that assures quality (for example Ofsted). The provision must be funded by ASF. Therefore, Apprentices and employer-funded schemes are ineligible for the Bursary.

Care Leavers who meet the criteria, and who have a financial need, can apply for the Bursary. Care Leavers are unlikely to be receiving financial assistance from parents or carers, so may need a greater level of support to enable them to continue to participate and progress.

Care Leavers should be awarded the amount of support they need to participate based on an assessment of the types of costs they have and not automatically awarded 1,500. Institutions must ensure learners are eligible for the bursary in each year they require support.

We do encourage institutions to provide support from the bursary fund by making payments in kind where possible, for example breakfasts, lunches, equipment etc. While Learning Organisations do have flexibility to provide vouchers or small petty cash payments, based on the young person's individual circumstances, Learning Organisations must not make bursary fund payments as regular payments for living costs. This is out of scope of the bursary fund and any such payments would be subject to the Social Security Amendment (Students and Income-related Benefits) Regulations 2000.

Evidence of eligibility

Learning Organisations must obtain proof that learners meet the criteria for the bursary and that they fully meet the definition of a Care Leaver. Institutions should ask for evidence from each student and retain copies for audit purposes.

Pro-rata bursaries

Learners who have a financial need who meet the criteria for a bursary may be eligible for a bursary of up to 1,500 (with the actual amount dependent on the specific financial needs they have) if they are on a study programme which lasts for 30 weeks or more in the academic year. Students who meet the criteria and who are on study programmes lasting for less than 30 weeks should be given a bursary on a pro-rata basis (with the actual amount dependant on the specific financial needs they have).

Learning Organisations should also consider the number of hours involved in a learner s programme when deciding if a pro-rata payment is more appropriate. A learner studying for around 16 hours a week is likely to have greater costs than a student studying for 4 hours a week, for example.

Learning Organisations should be clear in their bursary fund application form that there is a possibility of no award or a limited award. This ensures all parties understand that meeting the criteria for a bursary for Care Leavers does not automatically mean funding will be given. Learning Organisations should ensure their forms avoid any terminology such as guaranteed bursary or wording such as you will automatically get a bursary of 1,500 if you are a Care Leaver.

Claiming funding

All Combined Authority funded Learning Organisations may use their Learner Support Fund allocation to award the Care Leaver Bursary. Funding will be claimed via the Earnings Adjustment Statements and the manual funding claims at the end of the following ILR return points: R04, R06, R09, R12 and R14.

Learning Organisations may vire funds into the Care Leaver Bursary from their main ASF allocation, as necessary. In future years, a notional allocation will be made to support planning, based on past take-up.

As a matter of principle, no eligible Care Leaver should be denied a Bursary in the 2024/25 academic year, due to insufficient allocation of Learner Support Funds. In the event a Combined Authority contracted Learning Organisation has insufficient allocation to pay the Care Leaver Bursary, a request for additional funding may be made in-year.

ASF Evaluation

The impact of this policy will be evaluated, and all participating Learning Organisations must contribute to the evaluation. This will also enable Learning Organisations to propose improvements to maximise impact.

Case Studies

Subject to learner consent, we will request case studies to demonstrate the impact of the Care Leaver Bursary.

Care Leavers extended offer

Independent Living, Health Eating and Financial Literacy courses for Care Leavers

As part of the wider support for Care Leavers transitioning into adulthood, Learning Organisations may design and provide courses and training on a range of independent living matters within their existing ASF allocation for Care Leavers aged 19-22. This also includes financial literacy, budgeting, healthy eating, active travel (Cycling Proficiency) and relationships. Funding for financial literacy is available through Multiply.

Travel offers for Care Leavers

The Combined Authority is working with the Leaving Care Service at Cambridgeshire County Council to develop this offer for 2024/25. Learning Organisations who wish to test this in 2024/25 are requested to liaise with the Leaving Care Service. The offer includes bus and rail travel and access to a free bicycle for those who have successfully completed Cycling Proficiency, which is provided by the County Council.

Healthy breakfasts and lunches for Care Leavers during term time

We know that students do better in their studies when they have access to proper, regular, nutritional meals. We expect Learning Organisations to support students to make healthy food choices by raising awareness of relevant information and guidance. Learning Organisations may claim for the cost of providing healthy breakfasts and lunches for Care Leavers from their ASF Learner Support Funds during term time only. This support is additional to the Care Leavers Bursary. Up to £2.50 per student per meal may be claimed and may be provided on-site or externally through a nearby food outlet. Learning Organisations are responsible for maintain accurate and up to date records that evidence which students receive free meals funding; confirm student eligibility for funding, and demonstrate appropriate use of funds, including the rationale for any enhancement to the 2.50 free meals rate.

Funding for meals for Care Leavers is claimed using the manual EAS claim, submitted quarterly. Institutions are responsible for deciding what evidence they accept for free meals and how recent it is. However, they must ensure they can evidence that only students who meet the eligibility criteria for free meals in each academic year receive them. Learning Organisations should provide a meal free of charge to eligible students or fund the free meal via an electronic credit or voucher that can be redeemed on-site or off-site where there are arrangements with nearby food outlets. Learning Organisations have discretion to make cash payments for meals in exceptional circumstances, they must ensure evidence of expenditure is retained for audit.

Institutions should note that, following an audit, we might recover funding where free meals payments are found to have been made to ineligible students.

Armed Forces Covenant

We are working with local partners, including Cambridgeshire County Council and Peterborough City Council, to make our area the most welcoming place for Serving Personnel, Reservists, Veterans, and their families including the Bereaved. We want to ensure support is available and services are better connected, especially to support Veterans, Reservists, and their families to upskill and access employment, recognising the unique skills that they bring.

The Combined Authority has already signed-up to the Armed Forces Covenant and we would like to introduce further support to this part of the Armed Forces Community including independent living skills and financial literacy training to support transition. Therefore, we are extending our learning offer to all eligible learners covered by the Armed Forces Covenant for all Serving Personnel, Reservists, Veterans, and their families including the Bereaved for fully funded ASF funded courses.

For those who would be fully funded under the Armed Forces Covenant Rules where they would have otherwise not be fully funded, please use the following codes:

- DAM 056 to identify the aim as part of the scheme
- DAM 023 to relax validation rules around the aim
- FFI code 1 to mark the aim as fully funded

We expect all Combined Authority funded Learning Organisations to sign-up to the Armed Forces Covenant.

Glossary

Term	Description
20+ childcare	A category of learner support to assist learners aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
Advanced learner loan	Advanced learner loans are available for individuals aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced learner loans give individuals access to financial support for tuition costs similar to that available in higher education and is administered by Student Loans Company.
Annual gross salary	Gross salary is the total income before any deductions are removed from that amount. This total income is usually described as an annual salary, and it is the total amount an employee will receive for work completed before tax of national contributions are deducted.
ASF funding methodology	The funding methodology for individuals aged 19 and over, participating in ASF learning.
Benefit Status Indicator (BSI)	Complete the Benefit Status Indicator (BSI) to identify the claimant is in receipt of Jobseeker s Allowance (BSI 1) Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).
Break in learning	When a learner is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future.
Care to Learn	A Department for Education scheme to assist young parents under the age of 20 with the childcare costs that may form a barrier to them continuing in education.

Term	Description
Components of regulated qualification	A subset of a qualification, which could be a unit.
Continuing learners	Learners who commenced learning in a previous funding year and remain in learning as of 1 August 2024.
Devolution of adult education functions	The devolution of adult education functions refers to the transfer of certain Secretary of State functions in the Apprenticeships, Skills, Children and Learning Act 2009 to specified Mayoral Combined Authorities by way of orders made under section 105A of the Local Democracy, Economic Development and Construction Act 2009, and the delegation of those functions to the Mayor of London under section 39A of the Greater London Authority Act 1999, in relation to their areas.
Digital Entitlement	The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are Essential Digital Skills qualifications and digital Functional Skills qualifications.
Earnings adjustment statement (EAS)	The form Learning Organisations need to fill in to claim funding that cannot be claimed through the Individualised Learner Record (ILR).
Earnings Threshold	The earnings threshold is a new eligibility criteria, that enables learners to be fully funded if they earn below than 30,491 .
Economically inactive	People who are not involved in the labour market including early retirees, carers and the long-term sick
Education health and care (EHC) plan	An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to secure the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.

Term	Description
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to appendix A for more information.
European Union	A list of member states is available on the EU website .
Employment status (formerly employed)	The main types of employment status are: worker employee self-employed and contractor director office holder More information on employment status is available.
English for speakers of other languages (ESOL)	The study of English by speakers of other languages.
CPCA funded ASF	Funding you can claim from CPCA for delivery of ASF eligible provision to individuals set out in the who we fund section.
Evidence pack	A collection of documents and information brought together to form a single point of reference relating to learning that is taking place. This must provide evidence to prove the learner exists, is eligible for funding, the planned learning to be provided, and that learning has been delivered.
Exceptional learning support	Learning support funding to meet the costs of putting in place a reasonable adjustment for a learner who requires more than 19,000 in a funding year.

Term	Description
Find a learning aim	Find a learning aim provides online services to find the latest information on available qualifications, Non-Regulated Learning, apprenticeship standards, T Levels and units. Standards will show you information on funding, dates and common components. Qualifications and units show you funding streams for courses and the last date learners can start.
Full level 2	The following qualifications are designated full at level 2: General Certificate of Secondary Education in 5 subjects, each at grade C or above, or grade 4 or above a Technical Certificate at level 2 which meets or has previously met the requirements for 16 to 19 performance tables
Full level 3	The following qualifications are designated full at level 3: General Certificate of Education at the advanced level in 2 subjects General Certificate of Education at the AS level in 4 subjects QAA Access to Higher Education (HE) Diploma at level 3 Technical or applied general qualification at level 3 which meets or has previously met the requirements for 16 to 19 performance tables Core maths qualification at level 3
Full or co-funding Indicator (FFI)	Indicates whether a learning aim is fully funded or co-funded in Adult Skills or Other Adult Funding.
Functional skills	Applied practical skills in English, maths and digital that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
Funding agreement	The agreement between the CPCA and Learning Organisations who receive funding for education and skills training.

Term	Description
Funding model (11 and 38)	Identifies the funding methodology we apply to submission of finalised ILR data. For ASF funding, Funding Model 11 (Tailored Learning) and 38 (Adult Skills) are used, noting model 11 is non-formula funded (i.e ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. More information is available in the 2024 to 2025 ILR Specification .
Funding year	The CPCA s adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.
General Data Protection Regulation	The GDPR is retained in domestic law as the UK GDPR, but the UK has the independence to keep the framework under review. The UK GDPR sits alongside an amended version of the DPA 2018.
Hardship	Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training.
Individualised learner record (ILR)	The primary data collection requested from learning Learning Organisations for further education and work-based learning in England. The government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.
ILR specification	The ILR Specification is the technical documents, guidance and requirements to help Learning Organisations collect, return and check ILR and other learner data.
Job outcome payments	Payments made for learners who are unemployed at the start of learning who cease learning to take up a job.
Learner residency	We use the term resident or residence in this document for different purposes. Residence in the UK, EU and EEA has specific definitions in education law, and this is set out in the residency eligibility section. Following the devolution of adult education functions, there is a new emphasis on residence in England, in determining and evidencing eligibility for CPCA funded ASF - see who we fund and evidence sections.

Term	Description
Learner support	This means the permanent residency of an individual in the CPCA region (i.e. not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility for CPCA funded ASF.
Learning aim	Statements that describe the overarching intentions of a course.
Learning aim reference number	The unique eight-character code used to identify a specific learning aim.
Learning delivery monitoring (LDM)	A code used as part of the ILR to indicate participation in programmes or initiatives.
Learning planned end date	The date entered onto the individualised learner record (ILR) when the learner is expected to complete their learning.
Learning support	Funding to enable Learning Organisations to put in place a reasonable adjustment, set out in the Equality Act 2010 , for learners with an identified learning difficulty and/or disability to achieve their learning goal.
Legal Entitlements	CPCA funded ASF includes support for 4 legal entitlements to full funding for resident eligible adult learners. These entitlements are set out in the Apprenticeships, Skills and Children Learning Act 2009 and include: English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* - C or grade 4, or higher first full qualification at level 2 for individuals aged 19 to 23, and/or

Term	Description
	<p>first full qualification at level 3 for individuals aged 19 to 23</p> <p>essential digital skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1</p>
Leisure Learning	<p>Defined as learning where the primary or sole intent of the learning is for leisure. This applies to curriculum intent and to the learner's purpose for undertaking the learning.</p> <p>For example, a learner may participate on a course within the learning aim Creative Arts to improve their confidence, and another to improve their well-being. Similarly, a learner may participate on a course within the learning aim volunteering, active citizenship to develop employability skills, another to contribute to community life.</p>
Local flexibility	<p>Regulated qualifications, and/or their components, that we fund, which is not part of the English and maths, or level 2 or level 3 legal entitlement offer. All regulated that is available for funding through the flexible local offer is listed on find a learning aim.</p>
Multiply	<p>Multiply is an adult numeracy programme being delivered across MCAs/the GLA and upper tier/unitary authorities outside of those areas, in 2024 to 2025.</p>
Non-Regulated Learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include:</p> <ul style="list-style-type: none"> independent living skills engagement and confidence building employability skills labour market re-entry essential skills (English, maths, digital) and ESOL
Ofqual	<p>The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations and assessments in England.</p>

Term	Description
Ordinarily resident	For funding purposes, a person who normally lives in the United Kingdom, are allowed to live there by law, and return there after temporary trips outside the country.
Personal learning record (PLR)	A database that allows individual learners access to their past and current achievement records. These can be shared with schools, colleges, further education training Learning Organisations, universities or employers.
Policy s	<p>Alongside to the legal entitlements the CPCA have policy entitlements allowing full funding for residency eligibility learners, over 19 years old, and meet the earnings threshold criteria, these include:</p> <ul style="list-style-type: none"> level 2 and below local flexibility including ESOL free courses for jobs work placements HGV In to Employment (SWAP) Princes Trust Tailored Learning
Recognising and recording progress and achievement (RARPA)	The Learning and Work Institute have published updated RARPA Guidance . This comprises a clear framework designed to support learners through the learning process, identifying key outcomes. It provides a robust approach to quality assurance and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute .
Recognition of prior learning (RPL)	An assessment method that considers whether a learner demonstrates that they can: meet the outcomes for a qualification or a component of a qualification through knowledge, understanding, or skills they already have and so do not need to undertake a course of learning for that component or qualification

Term	Description
Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical and professional qualifications.
Residential Support	Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.
Sector-based work academy programme (SWAP)	Sector-based work academy programme is a DWP scheme that offers pre-employment training, work experience placements and a guaranteed job interview for recipients of Jobseeker s Allowance (JSA), Universal Credit (all work-related requirements group) or Employment and Support Allowance.
Self-declaration	A process where the learner can confirm something through his or her own signature.
Skills Bootcamp	A skills bootcamp is a bespoke employer-led level 3 to 5 programme, designed to meet skills needs within the economy. Following a procurement process, the skills bootcamp programme began in August 2022.
Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment, or prior assessment to be part of learning.
State benefits	State benefits are contributions, both financial and non-financial, made by central and local government to individuals in certain circumstances to meet their day-to-day living needs.
Study programme	Study programmes are for learners aged 16 to 19 and cover all levels up to level 3. Funding is for each learner, rather than for each qualification and can only have one core aim at a time.

Term	Description
Tailored Learning	For 24/25 Tailored Learning is to be used for Community Learning activity only and FM11 is to be used. All other non-regulated aims will remain formula funded and FM38 is to be used.
Unique learner number	A 10-digit number used to match a learner s achievement to their personal learning record (PLR).
Work placement	A placement with an employer in a workplace setting as part of a continuing learner s offer.
Young people s funding methodology	The funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an EHC plan). You can access 16 to 19 funding methodology on GOV.UK.