



CAMBRIDGESHIRE & PETERBOROUGH
COMBINED AUTHORITY

Cambridgeshire and Peterborough Combined Authority

Adult Education Budget (AEB)

Funding and Performance Management Rules for all Providers

**For the 2021 to 2022 funding year
(1 August 2021 to 31 July 2022)**

Version 2 – November 2021

This document sets out the funding rules that apply to all providers of education and training who receive adult education budget funding for residents residing in the Cambridgeshire and Peterborough Combined Authority (CPCA) area.

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

Cambridgeshire and Peterborough Combined Authority

72 Market Street

Ely

Cambridgeshire

CB7 4LS

Tel: 01480 277180

Website: <http://cambridgeshirepeterborough-ca.gov.uk>

Email: AEBDevolution@cambridgeshirepeterborough-ca.gov.uk

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Foreword

The publication of the third edition of our AEB Funding Rules for 2021/22, signals our growing confidence in the power of devolution to deliver improved outcomes for our region.

Dr Nik Johnson, our newly elected mayor for the region has provided the framework of the 'Three Cs', as guiding principles for all CPCA programmes. In the context of adult learning and skills, these can be defined as:

- **Compassion** – ensuring our policies are fair and inclusive, in opening enriching opportunities and pathways for all our residents to access opportunities.
- **Co-operation** – working in co-production with providers, partners, and stakeholders to co-design the right policies and strategies which deliver prosperity for the region.
- **Community** – recognising our inter-dependence and building flourishing communities across the region, ensuring no community is left-behind.

As we emerge from the pandemic, improving public health is an important golden thread in our policies. The wider benefits of adult learning include improving mental and physical health and general well-being, combatting loneliness and isolation, and improving community connection and social integration. The health benefits of good work are well documented.

We value the contribution of busy college campuses and community learning venues to help revitalise our city centres and market towns by increasing footfall for local businesses, contributing to the cultural buzz of a place. Colleges and learning centres can be the beating pulse of a community.

As we emerge from the pandemic and into economic recovery, ensuring that AEB is better aligned with our regional employment and skills strategy is key. We can only have inclusive growth in the region if significantly more of our residents are adequately skilled to access the jobs CPCA and our partners are creating. Our goal is to facilitate green economic growth, utilising our devolved AEB to be a national exemplar for sustainability.

With our co-terminus Local Enterprise Partnership, the Business Board at the heart of our Employment and Skills Strategy, we are well-placed to ensure the voice of business informs our AEB policy. Our shared ambition is to drive-up productivity and spread prosperity across the region.

For our third year of devolved AEB we are continuing our ambitious package of local funding policy changes and flexibilities as set out in this document. I am proud of our progressive policies to 'level-up' across the region and widen participation in adult learning, these include:

- Fully funded ESOL (English for Speakers of Other Languages)
- Fully funded First Level 2 and First Level 3 qualifications
- Second Level 3 opportunity in priority sectors
- Extending our Low Wage Scheme to £20,000 before fees are payable.
- Funding for a Bursary for Care Leavers aged 19-22.

Our local AEB Funding Rules provide the right mechanism to deliver our ambitions. I look forward to working in collaboration with you to deliver our vision to be the 'best in class' for devolution of AEB in England. We will utilise the mechanism of our AEB Think Tanks in Autumn 2021 to facilitate co-production with our providers and partners and to nurture the self-improving skills system.

Parminder Singh Garcha

1 Devolution of the Adult Education Budget

- 1.1 The Cambridge and Peterborough Combined Authority (CPCA) from 1st August 2019 had devolved to it certain adult education functions of the Secretary of State under the Apprenticeships, Skills, Children and Learning Act 2009. This transfer of functions had been achieved by way of orders made under the Local Democracy, Economic Development and Construction Act 2009. The CPCA Combined Authority (Adult Education Functions) Order 2018 (SI 2018/1146).
- 1.2 Ministers agreed under a Memorandum of Understanding and a Data Sharing Agreement that certain functions and activities will be undertaken by the Education and Skills Funding Agency (ESFA) on behalf of the CPCA for the 2021/22 funding year.
- 1.3 The CPCA is publishing these AEB Allocation, Funding and Performance Management rules (the Rules) for the 2021/22 funding year (1 August 2021 to 31 July 2022). They will apply to providers in receipt of devolved CPCA adult education budget (AEB) funding, from 1 August 2021, for AEB delivery to CPCA residents. This excludes the 19-24 traineeship programme and apprenticeships.
- 1.4 The CPCA embeds its core principles of Compassion, Co-operation and Community across its portfolio and operations, including devolved AEB. This will be demonstrated through our collaborative approach with providers and stakeholders, where we aim to work in co-production to co-design innovative solutions specific to our people and place, to boost productivity and spread prosperity more evenly across the region.

2 Introduction and Purpose of the Document

- 2.1 This document sets out rules which apply to all providers of education and training who receive AEB funding from the CPCA, whether paid by Grant or under a Contract for Services. Providers must respond to the priorities set by CPCA, and the provision agreed in your delivery profile or schedule 3.
- 2.2 CPCA's AEB funding must be considered as an integral part of the broader skills landscape which includes Study Programmes for 16-18-year-olds, Apprenticeships, Boot Camps, Advanced Learner Loans, Higher Education, other Government and private investment in skills training. Whilst not in the control of the CPCA they are all inextricably linked in terms of resident progression within the post-16 skills and employment system.
- 2.3 The AEB provides CPCA residents with a **statutory entitlement**, for those who want to improve their skill levels, the opportunity to engage in high quality provision which will equip them for work, an apprenticeship or other learning. It enables flexible, tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible residents engage in learning, build confidence, and enhance their wellbeing.
- 2.4 CPCA's AEB funding is ring fenced for the purposes set out in these Rules and cannot be used to support other nationally funded programmes including:

- Provision outside of CPCA for its residents unless agreed by CPCA in advance
 - Non-devolved AEB provision contracted by ESFA, GLA or other MCA areas
 - Advanced learner loan facility
 - 16-18 funding such as the study programme including learner support
 - Advanced learner loans and loans bursary fund
 - Traineeships for 16-18-year olds or 19-23-year olds
 - Apprenticeships
 - National Skills Fund
 - Offender Learning; and
 - Education and training services funded by the European Social Fund, Community Renewal Fund, National Lottery or other Trusts.
- 2.5 This document forms part of your terms and conditions of funding with the CPCA. You must read them in conjunction with the delivery profile or schedule 3 agreed within your Grant Funding Agreement or Contract for Services. You must operate within the terms and conditions of this agreement. If you do not, you could be in breach of your funding and delivery agreement with the CPCA
- 2.6 All information, including hyperlinks were correct when we published this document.
- 2.7 CPCA reserves the right to make changes to these rules.

3 Principles of Funding

- 3.1 We align our approach for funding residents in the 2021/22 funding year to the current national system operated by the ESFA. Unless specifically stated by the CPCA all the current approaches taken by the ESFA in relation to AEB funding will be adopted.
- 3.2 All providers will be treated equally and fairly. To aid transparency the value of grant allocations and contracts for services provision will be published annually.
- 3.3 You must complete the resident's Unique Learner Number (ULN) field accurately to access CPCA funding. You must ensure as part of your initial assessment, you check the postcode relates to where the resident will be living for the duration of their training. This should be updated by the resident as part of their initial assessment.
- 3.4 You must hold evidence to underpin any claims you make to assure us that you are using the funding appropriately. CPCA retain the right to ask for sight of your evidence, spend or to require additional performance management information/evidence.

- 3.5 We will review and monitor whether the AEB 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 will reduce your funding after consulting with you.
- 3.6 Failure to comply with funding rules could lead to action or intervention. The triggers for action and the type of action we may take is set out in our Performance Management documents and is in accordance with provisions in our Grant Agreements and Contracts for Services.
- 3.7 CPCA's relationship with its provider 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 CPCA residents.

Terminology

- The term 'you' or 'providers', includes colleges, higher education institutions, training organisations, local authorities and employers and all other organisations who receive funding from CPCA to deliver education and training through the devolved AEB. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type
 - The term 'we' refers to the CPCA
- 3.8 'Resident/learner' to cover those whose provision is funded by CPCA.
 - 3.9 'Provision' to refer 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 <https://findalearningaimbeta.fasst.org.uk/> or as agreed with CPCA.
 - 3.10 '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).
 - 3.11 'Learning aims' we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.
 - 3.12 'Programmes' we 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.
 - 3.13 These funding rules apply to all residents starting a new learning aims on or after 1 August 2021 and the CPCA will fund continuing learners from 2021/22 onwards.

4 Who CPCA Funds - Eligibility

- 4.1 CPCA's AEB devolved funding can only be spent on CPCA residents with a CPCA postcode. It supports a range of provision including the statutory legal entitlements to fully fund certain eligible adult learners and those looking to gain skills to enter and progress in work.

- 4.2 Those with a statutory entitlement are set out in the Apprenticeships, Skills and Children's Learning Act 2009. If an individual meets the legal entitlement eligibility criteria, you must not charge them any course fees and Eligible learner's exercising their legal entitlement, must be enrolled on qualifications from the: 2021 to 2022 list of qualifications in the level 2 and level 3 legal entitlement and/or 2021 to 2022 list of English and maths legal entitlement
- 4.3 You must not make compulsory charges relating to the direct costs of delivering a learning aim or learning programme to CPCA learners that are fully funded. Direct costs include any essential activities, or materials, without which the learner could not complete and achieve their learning. 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.
- 4.4 It is the responsibility of the providers to make sure an individual is eligible before claiming funding for them. It is your responsibility to check the eligibility of the resident at the start of each adult learning aim, and only claim funding for eligible learners. To be funded by the CPCA, learners must meet the following criteria:
- On the first day of learning) a learner must be: Aged 19 or older on 31 August within the 2021 to 2022 funding year and reside in a residence with a CPCA postcode. Please use the postcode checker to confirm if the learner is eligible
 - CPCA recognise that a resident (from outside) the CPCA who is unaware of the funding changes due to devolution of the AEB may wish to undertake learning in the CPCA, Grant providers in advance of the start of the funding year will reach an agreement with CPCA on how these residents can be funded
 - Learners residing in residences that do not have an eligible CPCA postcode will not be funded by the CPCA. They will be funded via the relevant Mayoral Combined Authority (MCA), Greater London Authority (GLA) or ESFA. It is the provider's responsibility to ensure that the relevant funding is secured from the relevant funding body in 2021/22 for their learners
 - 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 CPCA AEB for eligible learners. Please refer to the glossary definition of 'learner residency' and the devolution [postcode checker data set](#).
 - The age of the learner on 31 August in the funding year determines whether the learner is funded through the CPCA's AEB methodology. Learners aged 18 or below or learners aged 19-24 with an Education Health Care Plan, will continue to be funded by the ESFA's young people's funding methodology
 - All individuals aged 19 or over on 31 August 2021 who are continuing a programme they began aged 16 to 18 ('19+ continuers') will continue to be funded by the ESFA's young people's funding methodology
 - Where CPCA refer to a learner's age being 19, this relates to the learner being aged 19 on the 31 August within the funding year they start a learning aim. For all other purposes, the age of the learner is at the start of each learning aim

- Learners will be eligible for funding for the whole of the learning aim or learning programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner's eligibility for funding for any further learning they start
 - If an individual starts a learning aim or programme and is not eligible for funding, CPCA will not fund their learning while they remain ineligible.
- 4.5 You must not fund a learner who is unable to complete a learning aim in the time they have available. Any adult learner aged 19 or over must be able to achieve the learning aim or learning programme within the time they have available.

Residency eligibility

- 4.6 Individuals will be eligible for funding if the learning is taking place in England and they:
- are resident in Cambridgeshire and Peterborough; and
 - are a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, or have settled status or the Right of Abode in the UK; and
 - have been ordinarily resident in the EEA or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, for at least the previous three years on the first day of learning.
- 4.7 The EEA includes all the countries and territories listed in Annex A.
- 4.8 The eligibility of individuals who do not meet the requirements in paragraph 4.6 is stated below.
- 4.9 Any learner or relevant family member 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.
- 4.10 Therefore, a learner or relevant family member 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.
- 4.11 You can find further information on eligibility from the [UK Council for International Student Affairs](#).
- 4.12 The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds do not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

Non-EEA Citizens

4.13 A non-EEA citizen is eligible for funding if they are resident in Cambridgeshire and Peterborough and have permission granted by the UK government to live in the UK, which is not for educational purposes, and have been ordinarily resident in the UK for at least the previous three years before the start of learning.

Individuals with certain types of immigration status and their family members

4.14 Any individual with any of the statuses listed below, and is a resident in Cambridgeshire and Peterborough, is eligible to receive funding and is exempt from the three-year residency requirement rule. You must have seen the learner's immigration permission which would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office in these circumstances:

- Refugee Status;
- Discretionary Leave to Enter or Remain;
- Exceptional Leave to Enter or Remain;
- Indefinite Leave to Enter or Remain;
- Humanitarian Protection;
- Leave Outside the Rules;
- Afghan Locally Engaged Staff under the intimidation policy;
- The husband, wife, civil partner or child of any of the above bullet points¹
- Section 67 of the Immigration Act 2016 Leave; or
- Calais Leave to Remain;

Asylum seekers

4.15 Asylum seekers are eligible to receive funding if:

- They are resident in Cambridgeshire and Peterborough; and
- They have lived in the UK for six months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or;
- They are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#).
- An individual who has been refused asylum will be eligible if:
- They are currently resident in Cambridgeshire and Peterborough; and
- They have appealed against a decision made by the UK government against granting refugee status and no decision has been made within six months of lodging the appeal; or
- They are granted support for themselves under [section 4 of the Immigration and Asylum Act 1999](#); or
- They are receiving local authority support for themselves under [section 23C](#) or section [23CA of the Children Act 1989](#).

Family members of EU and EEA nationals

¹ A child of a person who has received leave under section 67 of the Immigration Act 2016 or Calais leave to remain will be eligible where they have been granted "leave in line" by virtue of being a dependent child of such a person

4.16 In the explanations below, the ‘principal’ is the European Union (EU) or EEA national. The ‘family’ or ‘family member’ is the learner, and must be the husband, wife, civil partner, child, grandchild, dependent parent or grandparent of the ‘principal’.

4.17 If the learner, who is a family member of an EEA national, has been ordinarily resident in the EEA for the three years prior to the start of their course, they are eligible for funding.

4.18 This table shows the eligibility for family members if:

- the family member is now ordinarily resident in England, but has not been ordinarily resident in the EEA for at least the previous three years before the start of learning; or
- a principal has been resident within the EEA for the last three years

		Principal ordinarily resident in the EEA for three years		
		EU (including the UK) citizen	Non-EU EEA citizen	Non-EEA citizen
Family member not ordinarily resident in the EEA for three years	EU (including the UK) citizen	Eligible	Eligible	Not eligible
	Non-EU EEA citizen	Eligible	Not eligible	Not eligible
	Non-EEA citizen	Eligible	Not eligible	Not eligible

Children of Turkish workers

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

- the Turkish worker is currently ordinarily resident in the UK. The Turkish worker is or has been, lawfully employed in the UK; and
- the child has been ordinarily resident in the EEA and/or Turkey for the full three-year period before the start of their programme.

Persons granted stateless leave

4.20 A person granted stateless leave is a person who:

- has extant leave to remain as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)); and
- has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave.
- a stateless person must:
 - be resident in Cambridgeshire and Peterborough; and
 - be ordinarily resident in the UK on the first day of the first academic year of the course; and

- have been ordinarily resident in the UK and Islands throughout the three year period preceding the first day of the first academic year of the course.

4.21 Certain family members are also eligible under this category:

- the spouse or civil partner of a person granted stateless leave (and who was the spouse or civil partner of that person on the leave application date), who is ordinarily resident in the UK on the first day of the first academic year of the course, and who has been ordinarily resident in the UK and Islands throughout the three-year period preceding the first day of the first funding year of the course; or
- the child of a stateless person or of the stateless person's spouse or civil partner (and who was the child of that stateless person or the child of the stateless person's spouse or civil partner on the leave application date), who was under 18 on the leave application date, is ordinarily resident in the UK on the first day of the first academic year of the course, and who has been ordinarily resident in the UK and Islands throughout the three year period preceding the first day of the first funding year of the course.
- “Leave application date” means the date on which a person granted stateless leave made an application to remain in the UK as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)).

Individuals who are not eligible for funding

4.22 You must not claim funding for individuals who do not meet the eligibility criteria set out above. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:

- those who are here without authority or lawful status;
- those who are resident in the United Kingdom on a student visa unless they are eligible through meeting any other of the categories described above;
- those who are in the United Kingdom on holiday, with or without a visa;
- those who are a family member of a person granted a student visa, have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning;
- individuals who are ordinarily resident in the Channel Islands or the Isle of Man, unless they are also ordinarily resident within England and reside in Cambridgeshire and Peterborough; and
- those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

Learners in the armed forces

4.23 We will fund armed forces personnel, Ministry of Defence (MoD) personnel or civil and crown servants, who reside in Cambridgeshire and Peterborough, where the learning takes place in England. We will class members of the British armed forces on postings outside of the EU, including their family members, as ordinarily resident in the United Kingdom.

- 4.24 Members of other nations' armed forces stationed in England, and their family members, aged 19 and over, are eligible for funding if the armed forces individual has been ordinarily resident in England for three years and resides in Cambridgeshire and Peterborough. We will not fund family members that remain outside of Cambridgeshire and Peterborough.

Learners temporarily outside of England

- 4.25 Individuals resident in Cambridgeshire and Peterborough who work outside of England as part of their job are eligible for CPCA funded AEB as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England.

5 The CPCA will not Fund:

- 5.1 Residents that do not have an eligible CPCA postcode. They will be funded via the relevant Mayoral Combined Authority (MCA), Greater London Authority (GLA) or the Education and Skills Funding Agency (ESFA). It is the providers' responsibility to ensure that the relevant funding is secured from the relevant funding body in 2021/22 for their learners.
- 5.2 You must not claim funding where a learner only sits or resits a learning aim assessment or examination and no extra learning takes place. You must not claim funding for any provision you deliver to a learner whose learning is taking place outside England or (unless with specific written agreement) outside the CPCA.
- 5.3 You (or your subcontractors) must not claim funding for any part of any learner's learning aim or programme that duplicates provision they have received from any other source. You must not enrol individuals on learning aims or learning programmes eligible for AEB funding at the same time as any new apprenticeship they start, funded from an employer's digital account or Government-employer co-investment.
- 5.4 CPCA will not fund a learner to repeat the same regulated qualification where they have previously achieved it unless it is for any GCSE where the learner has not achieved grade C, or level 4, or higher.
- 5.5 You must not use your CPCA AEB allocation to deliver provision to learners in custody. The Ministry of Justice funds prison education in England. Please note you can use your CPCA AEB to fund individuals released on temporary licence.
- 5.6 CPCA will not fund, end-point assessment, which is subject to Ofqual external quality assurance and, regulated as a qualification.
- 5.7 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 about the Learner Records Service on the GOV.UK website.
- 5.8 The CPCA will also not fund:

- Those who are here illegally
- Those who are resident in the United Kingdom on a Tier 4 (general) student visa unless they are eligible through meeting any other of the categories described above
- Non-EEA citizens who are in the United Kingdom on holiday, with or without a visa
- Non-EEA citizens who are a family member of a person granted a Tier 4 visa, have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning

6 What CPCA Fund

6.1 Unless specifically stated by the CPCA the current funding system operated by the ESFA in relation to AEB funding will be adopted.

6.2 The CPCA's Skills Committee have approved the following changes to AEB funding in 2021/22 are:

- **Low wage scheme** - the threshold before fees become payable will increase from £18,000 to £20,000 for CPCA residents
- **Youth Offer** - 10% funding rate uplift for the Learner Entitlement for 19–23-year-olds to enable providers to deliver more support which could include tutorials, enrichment and careers advice and guidance
- **Extended Level 3 Offer** - Funding for second Level 3 qualifications for unemployed or low-waged citizens looking to upskill or reskill
- **Level 4 Pilot** - Full or Co-funding for a small number of Level 4 qualifications in priority sectors. Providers and employers will be invited to propose qualification to pilots that meet local skills gaps (subject to DfE approval)
- **Care Leavers Bursary** – an extension to the 16-18 Vulnerable Bursary of up to £1200 per Care Leaver aged 19-22 enrolled onto an AEB funded course
- **Former Armed Forces Personnel Support Package** - proposals for additional support for veterans and their families are being developed
- **CPCA specific disadvantage factor** – For 2020/21 the Combined Authority will increase the existing ESFA disadvantage factor by 4% for those postcodes which, according to the 2019 Indices of Multiple Deprivation are:
 - in the national top 30% most overall relatively deprived
 - and in the national top 40% most relatively deprived for adult skills

This uplift will replace the 2020/21 CPCA Disadvantage Uplift policy and will apply for all Adult Skills learning apart from that funded under the National Skills Fund Level 3 offer where the ESFA's own disadvantage factor for that area will be used.

6.3 These flexibilities are **in addition** to existing CPCA funding policy changes from 2020/21, which will continue into 2021/22:

- Fully funded ESOL (English for Speakers of Other Languages)
- Fully funded first full level 2s for all adults aged 19+

6.4 CPCA will continue to co-produce it's approach to devolved AEB with providers and stakeholders to achieve maximum impact for residents, the local economy, and communities. This includes:

- A focus on learner outcomes, the recording and tracking of the destination of learners and capturing wider outcomes of learning
- Building strategic high-quality relationships built on trust
- Making a single allocation to each grant funded provider to support the activity agreed in the delivery profile. Additional detail is in the Funding Rates, Formula and Payment document
- Implementing a risk-based performance management approach for all providers
- Enhancing access to learning for residents with learning difficulties and disabilities - Learner Support Funding required above £19,000 should be discussed with the CPCA as soon as you are aware you will be claiming it and it should be claimed on the ELS claim form
- The way in which you use your Learner Support Funding is not specified, part from the Care Leavers Bursary, but you will be expected to retain evidence to support the funding you claim through the ILR or EAS and be able to demonstrate the impact of support measures on learning and outcomes for learners, when requested by the CPCA.

6.5 We will constantly review the impact of these changes and determine whether we will continue to apply them into 2022/23. We will also be in consultation with the education and learning sector to analyse the impact of any significant in year shock to AEB such as a further lockdown due to the spread of coronavirus.

6.6 The table below confirms what CPCA will fund:

Provision	19–23-Year-Olds	24+Unemployed	24+ Other *
English and maths, up to and including level 2 (Must be delivered as part of the legal entitlement)	Fully Funded*	Fully Funded*	Fully Funded*
Essential Digital Skills Qualifications up to and including level 1	Fully Funded*	Fully Funded*	Fully Funded*
Level 2 (excluding English and maths) (First full level 2 must be delivered as part of the legal entitlement)	Fully Funded*(first and full)	Fully Funded	Fully Funded*(First and Full) otherwise Co Funded+
Learning to progress to level 2	Fully Funded^(Up to and including Level 2)	Fully Funded	Co Funded+
Level 3 legal entitlement (learners first full level 3)	Fully Funded*	N/A	N/A
Level 3 adult offer (learners without a full level 3 or above accessing a qualification on the Level 3 adult offer qualifications list)	Fully Funded	Fully Funded	Fully Funded
CPCA's Extended Level 3 Offer (Learner has already achieved a first full level 3)	Fully Funded - unemployed or eligible under Low Wage Flexibility	Fully Funded	Fully Funded if eligible for Low Wage Flexibility
Level 3 (a learner has already achieved a full level 3) – Learning which is not part of the CPCA's Extended Level 3 Offer	Loan-Funded**	Loan-Funded	Loan-Funded
Traineeship#	Fully Funded (Including 16- to 24- Year Olds##)	N/A	N/A
CPCA's Level 4 Pilot Offer (Learner has already achieved a first full level 3)	Subject to Individual Provider Agreements		

English for speakers of other languages (ESOL) learning up to and including level 2	Fully Funded	Fully Funded	Fully Funded
Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above	Co-funded+	Fully Funded	Co-Funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above	N/A	Fully Funded	Co-Funded+

*Must be delivered as one of the English and maths, Digital entitlement and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.

^Must be delivered as entry or level one provision from local flexibility.

Excludes flexible element where funding depends on age and level.

16- to 18-year-old learners must be eligible under ESFA funding regulations residency requirements .

** Availability of loans at level 3 does not replace the legal entitlement to full funding for learners aged 19 to 23 undertaking their first full level 3.

+Low wage flexibility may apply.

6.7 Providers must check the eligibility of the resident at the start of each learning aim and only claim funding for eligible learners that are resident in CPCA unless agreed by exception with the CPCA.

6.8 Your initial assessment should ensure that the resident is able to achieve the learning aim or programme of study within the time they have available. If a resident starts a learning aim and is not eligible for funding, we will not fund the learning aim for them at any time in the future, unless it becomes eligible.

6.9 Where we refer to a resident's age being 19 this relates to the resident being aged 19 on the 31 August within the funding year, they start a learning aim. For all other purposes, the age of the resident is at the start of each learning aim.

6.10 The AEB supports four legal entitlements to full funding for eligible adult residents. These are set out in the Apprenticeships, Skills and Children's Learning Act 2009 and the changes outlined in paragraph 6.2 for specifically Cambridgeshire and Peterborough. Eligible residents to be fully funded for the following qualifications:

- English and maths, up to and including level 2, for residents who have not previously attained a GCSE grade A* - C or grade 4, or higher, for residents aged 19 and over;
- First full qualification at level 2 for all residents
- First full qualification at level 3 for residents aged 19 to 23 (Note: National Skills Fund, will fund First Level 3 for 24+)
- Information and technology ('digital') skills up to and including level 1 for individuals aged 19 and over, who have digital skills assessed at below level 1

- 6.11 If a resident meets the legal entitlement eligibility criteria, you must not charge any course fees. Eligible resident's exercising their legal entitlement, must be enrolled on qualifications from the:
- 2021 to 2022 list of qualifications in the level 2 and level 3 legal entitlement; and/or
 - 2021 to 2022 list of English and maths legal entitlement
- 6.12 To be funded by CPCA, on the first day of learning a resident must be:
- Aged 19 or older on 31 August within the 2021 to 2022 funding year; or
 - Aged 25 or over for those with an Education Health and Care Plan
- 6.13 A resident's eligibility will not change during the learning aim or programme. Residents will be eligible for funding 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 resident for any additional learning aims or programmes before they commence.

English and maths for those aged 19 or older

- 6.14 We will fully fund residents, including residents who are employed, aged 19 or older, who have not previously attained a GCSE grade 9 or grade 4 (previous A* -C), or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications. This includes:
- GCSE English language or maths
 - Functional Skills English or maths from Entry to level 2
 - Other stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education
- 6.15 If a resident wants to 'retake' their GCSE English and maths qualification because they did not achieve a grade 4 or higher (C or higher), we will not fund the resident to only resit the exam, it would be payable if targeted support is provided to help the resident achieve.
- 6.16 You must not enrol residents on qualifications which are not necessary for progressing towards a GCSE or Functional Skill level 2 or fund an apprentice for English or maths from the AEB.
- 6.17 We will fully fund non-regulated English and maths learning for residents, including those assessed at pre-entry level, aged 19 years and over with significant learning difficulties or disabilities as part of a personalised learning programme, where assessment has identified the resident cannot undertake provision identified above. You must:
- Carry out a thorough initial assessment to determine a resident's current level using current assessment tools based on the national literacy and numeracy standards and core curriculums
 - Carry out an appropriate diagnostic assessment to inform and structure a resident's resident file to use as a basis for a programme of study
 - Enrol the resident on a level above that at which they were assessed and be able to provide evidence of this

- Deliver ongoing assessment to support learning
 - Record the evidence of all assessment outcomes in the resident file
- 6.18 The assessments must place a resident's current skills levels within the level descriptors used for the Regulated Qualifications Framework (RQF).

Digital Entitlement for those aged 19 or older

6.19 We will fully fund individuals, including individuals who are employed, aged 19 or older, assessed at below level 1, as part of their legal entitlement on the day they start the following qualifications;

6.20 Essential Digital Skills qualification (EDSQ up to and including level 1)

6.21 We will fully fund non-regulated learning for learners, including those 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 provision identified in paragraph 6.16. You must:

- Carry out an initial assessment using current assessment tools based on the national standards for essential digital skills
- Carry out an appropriate diagnostic assessment to inform and structure a learner's learner file to use as a basis for a programme of study
- Enrol the learner on a level above that at which they were assessed and be able to provide evidence of this
- Deliver ongoing assessment to support learning
- Record the evidence of all assessment outcomes in an evidence pack

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

First Full Level 2s for Learners aged 24+

6.23 The CPCA will fully fund all learners taking their first full level 2 if the qualification is part of the first full level 2 legal entitlement.

6.24 In cases where a learner is taking their first full Level 2 qualification but would not be fully funded under the National ESFA rules (for example if that learner is over 24 and is employed) use Devolved Area Monitoring Code 023 and FFI code 1 to claim full funding for this qualification.

English for Speakers of Other Languages (ESOL)

- 6.25 We will fully fund individuals aged 19 and over on the day they start their ESOL learning aim. To claim full funding for an ESOL where under national ESFA rules it would otherwise have been co-funded please use Devolved Area Monitoring Code 023 and FFI code 1 to claim full funding.
- 6.26 Providers 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 this in the CPCA Adult Education Funding Rates and Formula 2021 to 2022.
- 6.27 Providers are encouraged to package ESOL qualifications into a programme of study, especially for 19–24-year-olds as part of the Youth Offer. The programme of study may include maths or numeracy, Essential Digital Skills, employability, and/or vocational studies, careers, enrichment (such as Life in the UK) and tutorial. We will consult with the sector through ESOL Local Planning Partnerships to determine the best approach to this.

Youth Offer - 19-23 Entitlement Uplift

- 6.28 For 2021/22 the CPCA is creating a Youth Offer to provide additional funding to providers to enable them to enhance the learning programme being delivered to young people aged 19 to 23. An additional 10% uplift on learning that is fully funded under the following entitlements for 19- to 23-year-olds will be provided:
- First Full Level 2 (under the legal entitlement)
 - First Full Level 3 (under the legal entitlement)
 - English and Maths up to and including level 2 (under the legal entitlement)
 - Essential Digital Skills Qualifications up to and including level 1
- 6.29 The uplift will be applied on top of the funding generated by the occupancy report, excluding any learner support claimed.
- 6.30 So that CPCA is better able to track these enrolments, providers will be required to record Devolved Area Monitoring code 051 against learning which is applicable for this uplift. This will enable us to monitor and evaluate the impact of how providers use the additional funding to strengthen and develop their Youth Offer. We will be working with providers to understand how they have utilised this funding to support young people, improve participation, retention, achievement, and progression. This will inform future funding flexibilities to improve the learning offer. It is expected that providers will utilise the additional funding to enhance programmes, which may include enrichment, tutorial, employability, careers advice and guidance.

Sector Based Work Academy Programmes (SWAP)

6.31 The Sector-based Work Academy Programme (SWAP) is designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to six weeks and has three main components:

- pre-employment training
- work experience placement
- a guaranteed job interview

6.32 Participants remain on benefits throughout their placement.

6.33 Only the pre-employment training element in England can be funded through AEB local flexibility, and normally lasts two-three weeks. Jobcentre Plus fund the other components and will pay any travel and childcare costs whilst claimants are on the work experience placement.

6.34 You must record in the evidence pack that you have seen the claimant's SWAP referral notification issued by Jobcentre Plus setting out start date and times for their ESFA AEB funded pre-employment training.

6.35 To claim the funding under this scheme please record the following within the ILR:

- Use LDM Code 375 and complete the Benefit Status Indicator (BSI) field to identify that a learner is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).
- To claim full funding on these enrolments please use the FFI funding code 1.

National Skills Fund Level 3 Adult Offer

6.36 As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification.

6.37 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, adults aged 24+ will now be able to access fully-funded Level 3 provision from the [list of qualifications available through this offer](#)
- Additional level 3 qualifications for 19 to 23 year olds that are not included in the legal entitlements
- Support funding in line with paragraphs 7.1 to 7.5
- The ability for eligible learners to take one short qualification (identified by category code 49) without exhausting their eligibility. We expect this flexibility
- To be used where a learner could benefit from a more substantial qualification once they have completed a short qualification.

6.38 An uplift payable at two different rates:

- £600 per-qualification uplift for qualifications of 360 guided learning hours or above
- £150 per-qualification uplift for qualifications of 359 guided learning hours or below

6.39 More details on the offer can be found here:

<https://www.gov.uk/guidance/national-skills-fund>

6.40 To claim funding under the scheme please record the following within the ILR:

- Use LDM Code 378 and FFI code 1 to claim full funding for learners who meet the requirements set out above.

6.41 Please note that the Cambridgeshire and Peterborough specific disadvantage factor amounts will **not be applied** to learning which falls under the National Skills Fund Level 3 offer. Instead, the national ESFA rates will be used.

Learners in receipt of low wage

6.42 You may fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 3. You must be satisfied the learner is both:

- Eligible for co-funding; and,
- Earns less than £20,000 annual gross salary

6.43 You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a Universal Credit statement within three months of the learner's learning start date, or a current employment contract, which states gross monthly/annual wages. Please note this is not an exhaustive list but must support your decision to award full funding to an individual who would normally be eligible for co-funding.

6.44 You must use Devolved Area Monitoring (DAM) codes 010 and 023 and FFI code 1 to claim full funding on the learning aim claim full funding for learners who meet the requirements set out in paragraph 6.20.

Extended Level 3 Offer

6.45 For 2021/22 CPCA will be offering a second fully funded level 3 for learners who meet the following criteria:

- Have already achieved a first full level 3
- Are unemployed
- Employed but earn less than £20,000 per annum
- Require a second Level 3 qualification to reskill into a different priority sector

- Eligible learners will be able to be fully funded for the following sets of level 3s:
- Those which fall under the National Skills Fund Level 3 Offer – [A full list of which can be found here](#)
- Those which fall under the Combined Authority’s ‘Extended Level 3 Offer’ which will be released separate to this document. The qualification list will be regularly reviewed, and employers and providers can contact to CPCA to make a request for a Level 3 qualification to be added.

6.46 To claim full funding under this offer use Devolved Area Monitoring Codes 053 and 023 and FFI code 1 against any applicable enrolments.

Level 4 Pilot

6.47 For 2021/22 CPCA will be piloting funded Level 4 qualifications for eligible learners

6.48 Employers and providers will be invited to propose Level 4 qualifications for the pilot. Those qualifications which correspond to skills gaps will be prioritised across the CPCA’s growth and priority sectors. Our learner eligibility rules, to determine full or co-funding apply to the Level 4 pilot.

6.49 The qualifications that will be fundable under the Combined Authority’s ‘Level 4 Pilot Offer’ will be released separate to this document

6.50 To claim the appropriate funding under this offer please record the following in the ILR:

- Devolved Area Monitoring Codes 052 and 023 and the appropriate FFI code, 1 for full funding and 2 for co-funding

Local flexibility

6.51 CPCA funded AEB also supports delivery of flexible tailored provision for adults, including qualifications and components of these and/or non-regulated learning, up to level 2 – we call this ‘local flexibility’.

6.52 Local flexibility provision either is fully or co-funded, depending on the learner’s prior attainment and circumstances.

6.53 Please refer to the ‘level of CPCA contribution’ tables in paragraph 6.6 and 6.7 to 6.49 for learner eligibility.

6.54 Where appropriate for the learner, you can deliver local flexibility provision alongside a legal entitlement qualification.

6.55 Learners aged 19 to 23 progressing towards their first full level 2 must undertake learning at entry and/or level 1 only from local flexibility.

Local flexibility and legal entitlements

6.56 Learners aged 19 to 23 who progress onto their first full level 2, must only enrol on a qualification approved for funding from the Qualifications website.

- 6.57 Learners aged 19 to 23 and aged 24 and over, who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications in the level 2 legal entitlement list available on the [Qualifications website](#) or [Find a Learning Aim](#).
- 6.58 Learners aged 24 and over who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications in the level 2 legal entitlement list available on the [Qualifications website](#) or [Find a Learning Aim](#).

7 Support funding - Learner and Learning Support Funding

- 7.1 The AEB's over-arching 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.
- 7.2 Where you identify that a learner has a learning difficulty or disability, or a financial barrier, your AEB allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners

Learning support

- 7.3 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 or disability, to achieve their learning goal.
- 7.4 Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.
- 7.5 You must
- Carry out a thorough assessment to identify the support the learner needs;
 - Agree and record the outcome of your assessment in the evidence pack;
 - Record all outcomes on the evidence pack and keep all evidence of the assessment of the needs, planned and actual delivery; and report in the ILR using the CPCA Source of Funding Code **115** 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.
 - All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate you must also use the [Earning Adjustment Statement \(EAS\)](#).
 - 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.
 - There is one exception when you may claim the entire cost through the EAS. This is where the learning aim is delivered in less than one calendar month.
 - You can claim learning support if learning continues past the planned end date and the learner needs continued support in order to complete their programme.

Exceptional learning support claims above £19,000

- 7.6 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).
- 7.7 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.
- 7.8 You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs of more than £19,000 in a funding year, by completing and sending the ELS claims document.
- 7.9 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.
- 7.10 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.

Learner support

- 7.11 Learner support is available to provide financial support for individuals 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 vulnerable and financially disadvantaged learners;
 - 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;
 - Residential access funding – to support CPCA AEB-funded learners (set out in paragraph 4.4) where they need to live away from home in order to access provision; and
 - COVID-19 response – support disadvantaged learners who cannot undertake online delivery in the event of local or national measures in response to COVID-19.
- 7.12 You must not claim more than 5% of your total Learner Support final claim as administration expenditure. 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. If you do not have a Learner Support allocation, you must follow these rules and claim learner support using the earnings adjustment statement (EAS).
- 7.13 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
- complete a [mid-year funding forecast and a final claim](#)
- 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 AEB or loans bursary to support specific provision funded by either AEB or ALL where a learner is on 2 courses at the same time.

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

- essential equipment or facilities if the learner is eligible to receive full funding with the exception of the items covered in the Hardship section in paragraph 7.15 and the new flexibilities responding to Coronavirus (COVID-19) in paragraph 7.22
- 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 weekly attendance allowances or achievement and attendance bonuses.

Hardship

7.15 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

7.16 In exceptional circumstances, you can use hardship funds with course fees for learners who need financial support to start or stay in learning.

7.17 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.

20+ childcare

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

7.19 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
 - fund childcare for learners aged under 20 on the first day of learning; instead you must direct them to the ESFA's ['Care to Learn'](#) programme.
- 7.20 You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving ['Care to Learn'](#) payments.

Residential access funding

- 7.21 You can use residential access funding to support CPCA-funded AEB learners who meet eligibility criteria, where they need to live away from home, for example to access specialist provision which involves a residential element, or to support learners who cannot access provision locally. You must:
- Set out the criteria and procedures for considering and agreeing applications for support from your residential access funds
 - Only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances.
 - Only claim residential access funding for the period the learner is resident, this could be in accommodation you own or manage or other accommodation which you have agreed to fund in line with your criteria
 - Ensure costs claimed represent value for money for the local area
 - Where you have your own residential facilities, you must publish your rates

Response to coronavirus (COVID-19)

- 7.22 You can support disadvantaged learners who were undertaking classroom or blended learning to continue to participate via online learning where the learner is:

- self-isolating, or caring for others affected by coronavirus (COVID-19) or is otherwise affected by local/national measures if they:
 - Do not have internet access at home, and/or
 - Do not have a suitable device, i.e. laptop or tablet to complete the necessary online course work

- 7.23 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

- 7.24 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) complete, or if they leave before completing their learning
- they will return the device in the same condition in which they received it

7.25 You must maintain an up to date record of the loan and return of devices to learners

7.26 You must record the following evidence in the learner's evidence pack:

- The outcome of the assessment undertaken to identify the learners individual need
- The learner declaration referred to in paragraph 7.24

Job outcome payments

7.27 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 four consecutive weeks
- Where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these.

Local Offer for Care Leavers aged 19-22 - extension of the ESFA's 16- 18 bursary for defined vulnerable groups.

7.28 As part of our commitment under the Care Leaver's Covenant, CPCA will be piloting an extension to the 16-18 Bursary for Care Leavers under the care of our constituent councils. For the 2021/22 academic year, CPCA funded AEB providers inclusive, will be able to utilise funding from their AEB Learner Support Fund allocation to provide a bursary to Care Leavers enrolled under the Youth Offer for up to £1,200. This is to enable Care Leavers to overcome any financial barriers to learning. Providers 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. Providers may utilise the Care Leaver's Bursary to incentivise participation, attendance, attainment, and progression to higher levels of learning or employment.

7.29 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 CPCA 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 CPCA contracted AEB provider.

Age

7.30 A learner must be aged 19 or over but under 22 at 31 August 2021 to be eligible for help from the Care Leavers Bursary in the 2021 to 2022 academic year.

7.31 Learners aged 22 or over are only eligible to receive the Care Leavers Bursary if they are continuing a Youth Offer programme funded by AEB at a CPCA contracted provider and they began aged 19 to 22 (22+ continuers).

7.32 These two groups of learners aged 19+ can receive the Care Leavers Bursary only while they continue to attend education or training at a CPCA contracted AEB provider (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

7.33 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 £1,200. Institutions must ensure students are eligible for the bursary for defined vulnerable groups in each year they require support.

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

Postcode

7.35 To be eligible for the Care Leavers Bursary 19-22, learners must either be in the care of CPCA's constituent councils or a resident within a CPCA 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.

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

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

Eligible education provision

7.38 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 AEB. Therefore, Apprentices and employer-funded schemes are ineligible for the Bursary.

7.39 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.

7.40 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 £1,200. Institutions must ensure learners are eligible for the bursary in each year they require support.

7.41 We do encourage institutions to provide support from the bursary fund by making payments in kind where possible. Providers 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

7.42 Providers must obtain proof that learners meet the criteria for the bursary for in full, 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

7.43 Learners who have a financial need who meet the criteria for a bursary may be eligible for a bursary of up to £1,200 (with the actual amount dependant 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).

7.44 Providers 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.

7.45 CPCA recommends that providers 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. Providers should ensure their forms avoid any terminology such as 'guaranteed bursary' or wording such as 'you will automatically get a bursary of £1,200 if you are a Care Leaver.'

Claiming funding

7.46 All CPCA funded providers 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: R03 R06 R09 R12 and R14.

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

7.48 As a matter of principle, no eligible Care Leaver should be denied a Bursary in the 2021/22 academic year, due to insufficient allocation of Learner Support Funds. In the event a CPCA contracted provider has insufficient allocation to pay the Care Leaver Bursary, a request for additional funding may be requested in-year.

Evaluation

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

Case Studies

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

8 Community Learning – CPCA approach for 2021/22

Please note this section only applies to providers with a non-formula community learning allocation included in appendix 1 of their contract. The purpose of Community Learning is to develop the skills, confidence, motivation, and resilience of adults of different ages and backgrounds to:

- Progress towards formal learning or employment and/or
- Improve their health and well-being, including mental health and/or
- Develop stronger communities

Community learning courses are delivered and reported on the ILR under the following four delivery strands:

- **Personal and Community Development Learning** - learning for personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment (in most cases not leading to a formal qualification)

- **Family English, Maths and Language** - learning to improve the English, language and maths skills of parents, carers or guardians and their ability to help their children
- **Wider Family Learning** - learning to help different generations of family members to learn together how to support their children's learning
- **Neighbourhood Learning in Deprived Communities** - supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods

Please note non-formula Community Learning funding follows funding model 10.

Non-formula community learning funding

- 8.1 Where applicable, your CPCA funded AEB allocation will include an amount of non-formula community learning funding. We stated this value in your Indicative Allocation Statement dated May 2021. You must deliver non-formula funded community learning provision in line with the existing community learning objectives set out in Annex B: Community learning objectives, up to this maximum amount.
- 8.2 Non-formula community learning funding is paid on a monthly profile. You must 'attribute costs' for eligible learners, up to the value of your non-formula community learning allocation. This should include the cost of delivering learning and any support costs, in line with learner and learning support paragraphs 7.1 to 7.26. You must record these costs in the learner's evidence pack.
- 8.3 If we fund you through a grant funding agreement you have the flexibility to use all, or some, of your non-formula community learning funding in line with the AEB formula-funded methodology (funding model 35), to meet local demand.
- 8.4 You can use this amount of non-formula community learning funding (as set out in your Indicative Allocation Statement) to deliver non-regulated provision that may be similar to community learning, and/or regulated qualifications to meet local demand. If you do, you must:
 - follow the CPCA funded AEB formula-funded methodology and submit ILR data under funding model 35
 - enrol learners following CPCA funded AEB eligibility requirements set out on pages 8 to 14 and paragraphs 4.1 to 4.25, you must not use your non-formula community learning local fee remission policy
- 8.5 If we fund your organisation through a contract for services, you do not have this flexibility, and we will reclaim unspent non-formula community learning funding at year-end. You must not use non-formula community learning funding for learning that is eligible for funding through an advanced learner loan.

Pound Plus and local fee remission policy

- 8.6 Pound Plus - the 'Pound' represents the public pound, the 'Plus' is everything else that you can generate in addition to your non-formula community learning funding allocation, such as fee income, funding from other sources, resources in kind and other sources of revenue/sponsorship/volunteering.
- 8.7 You must have in place a 'Pound Plus' policy. You must invest Pound Plus fee income/savings for the people who most need, and can least afford, community learning provision.
- 8.8 Local fee remission policy - you must have in place and operate a fair and transparent community learning local fee remission policy that requires individuals to pay a course/tuition/joining fee, but also sets out clear eligibility criteria for those individuals who, due to their circumstances, qualify for either partial or total fee remission.
- 8.9 Your Pound Plus and Local Fee remission policies must be available on your website and/or in the venues you deliver community learning to eligible learners.

Partnership working

- 8.10 Partnership working underpins the community learning objectives and is critical to developing and delivering an effective community learning offer in a given locality.
- 8.11 You must engage and work closely with a wide range of relevant partners and stakeholders in your local area to help shape your community learning offer to engage specific groups. These could include specialist partners, such as health, Jobcentre Plus and schools, and voluntary and community sector (VCS) organisations.
- 8.12 We expect you to work with other providers in your local area, who may be in receipt of non-formula community funding. We expect you to develop a strategic, efficient community learning offer to reduce duplication of courses in a locality, and signpost learners to other partners as and when appropriate.
- 8.13 CPCA recognise that widening participation in education and training can transform people's lives. It improves confidence and the acquisition of skills can prepare residents for a range of career options e.g. employment or self-employment. Education and training delivered locally can help develop stronger communities, with more self-sufficient, connected and pro-active residents.
- 8.14 Evidence shows that wider family learning or Family, English, maths or language programme do better equip parents and carers to support and encourage their children's learning and that it provides wider benefit in terms of health and/or social well-being.
- 8.15 We also know that increased online learning and self-organised learning leads to the lives of our most troubled families being turned around. So CPCA will be supporting learning in ways that contribute directly to these objectives. Using effective local partnerships to bring together key providers and relevant local agencies and services around a personalised local learning offer.

8.16 The funding available for this type of provision, the types of activities it can support; and how it will be earned, and performance managed in 2021/22 will be agreed as part of your Grant Agreement. You will have the flexibility to use both regulated and non-regulated provision and to claim in accordance with the current ESFA funding rules.

8.17 You must not use non-formula community learning funding for learning that is eligible to be funded through an advanced learner loan.

9 Work & Health Programme

9.1 You must not fund any resident who is funded by the Work & Health Programme.

10 Prince's Trust Team Programme

10.1 CPCA will continue to fund providers who choose to deliver the Prince's Trust Team Programme, for residents aged 19-25, who have approval from the Princes Trust and intend to run and manage it in partnership with the Prince's Trust. This is claimed through the EAS. Additional information is available in the CPCA funding formula and rates document.

11 Fees and Charging

11.1 You must not make compulsory charges relating to the direct costs of delivering a learning aim to residents we fully fund. This includes those residents with a statutory entitlement to be fully funded for their learning. Direct costs include any essential activities or materials without which the resident could not complete and achieve their learning.

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

12 Qualifying Days for Funding

12.1 The resident must be in learning for a minimum number of days between the learning start date and learning planned end date before they qualify for funding, including learning support. The table below sets out the relevant information.

Planned length of the learning aim	Minimum qualifying days
168 Days	42 Days
14 -167 days	14 Days
Fewer than 14 days	1 Day

13 Recognition of Prior Learning

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

- Reduce the funding amount claimed for the learning aim by the percentage of learning and assessment the resident does not need
- Follow the policies and procedures set by the awarding organisation for delivery and assessment of the qualification; and
- Not claim funding if the prior learning meets the full requirements of the awarding organisation to achieve the learning aim

13.2 We do not set limits on the length of time of either prior learning or previously certificated learning. However, where the resident's learning and/or achievement occurs outside of three years, you must as part of the initial assessment determine whether the learning is still valid and relevant.

13.3 You must not use prior learning to reduce funding for English and maths qualifications up to and including level 2.

13.4 If a resident enrolls on an advanced subsidiary (AS) Level qualification followed by an A Level, you must reduce the funding claimed for the A Level and record this in the 'Funding adjustment for prior learning' field in the ILR. You can access ILR information on GOV.UK.

14 Breaks in Learning

14.1 We recognise that some residents will have significant barriers making it difficult for them to remain in learning for long periods of time e.g. mental health, caring responsibilities, shielding due to coronavirus.

14.2 As part of the initial assessment you and the resident must agree a plan which is flexible enough to enable the resident not to be penalised should they require to take a break in learning due to circumstances outside of their control. Wherever possible the resident should continue their programme of learning where they left. We expect providers to minimise any necessity to redo or have the resident wait to restart a new programme of learning. You must have evidence that the resident agrees to return and continue with the same learning aim, otherwise you must report the resident as withdrawn.

14.3 When you 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 started their learning.

14.4 We will not fund breaks in learning for social reasons e.g. holidays.

15 Subcontracting

15.1 The CPCA will (as part of agreeing your Grant Agreement or Contract for Services) have agreed with you what sub-contracting can take place.

15.2 You cannot subcontract more than 25% of your contract value in line with ESFA funding rules. Exceptional Cases for exceeding 25% will be considered for Local Authority providers 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 will be developed. You must have the CPCA'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 CPCA's website.

15.3 You cannot charge more than 15% (of total delivery value) as a management fee for any subcontracted delivery. CPCA policy focus is to direct the maximum amount of funding for learning delivery rather than management fees. The lead provider must ensure Safeguarding and PREVENT duty is implemented by all sub-contractors.

16 Match Funding Requirements Relevant to the Adult Education Budget

16.1 You must not use the payments that we make as match funding for any ESF projects with any co-financing organisation or Managing Authority direct bids without clear written permission from the CPCA.

17 Data Submissions

17.1 As a provider you must have the capacity and capability for accurate data and evidence collection, management, and reporting, and must be able to comply with both the CPCA 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. With prompt changes to learner data e.g., withdrawals from learning being.

17.2 In addition, CPCA will expect providers to regularly review their software systems and processes to check for data accuracy. For 2021/22 you will continue to be able to access the ESFA systems, these are funding information system (FIS), Submit Learner Data Individual Learner Record Reports, Find a Learning Aim and the provider data self-assessment toolkit (PDSAT). These arrangements may change from the 2022/23 but the CPCA will consult with providers before making any changes.

17.3 Providers must ensure that all documentation relating to the enrolment of CPCA residents, and the record of learning activity is completed accurately. ILR data submitted for CPCA 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. 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 CPCA is accurate and complete as this will be the basis upon which you will get paid.

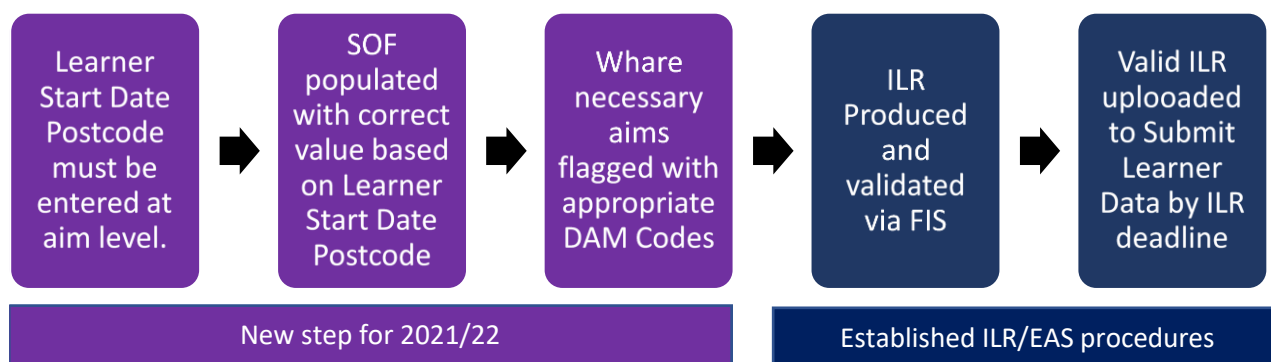
17.4 As part of our assurance work CPCA will be monitoring the data you submit to the ESFA from the individualised learner record (ILR) and the earnings adjustment statement (EAS). CPCA will carry out regular desktop reviews of how the national funding system and the CPCA funding rules are operating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

18 Individual Learner Record (ILR)

18.1 As a provider delivering provision to CPCA residents you will be required to complete the Individual Learner record in the 2021/22 academic year. The ESFA will continue to hold ILR data in a single national data set. Providers must upload its ILR data via the ESFA, it cannot submit the data directly to the CPCA. CPCA requires that a first complete return for all AEB funded learning should be made at the R03 point.

18.2 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.

18.3 The diagram below sets out the additional steps you need to complete when preparing the ILR data for 2021/22.



18.4 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 the CPCA 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 CPCA funded residents for the year to date.

18.5 As a provider you must submit a single file containing all your learner, learning and destination records for all AEB 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.

- 18.6 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.
- 18.7 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.
- 18.8 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 2021/22. 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.

19 Recording Late Data in the ILR

- 19.1 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.
- 19.2 For example, at R14 in the 2020 to 2021 ILR you record a learner as starting on 10 July 2021 and continuing at R14. In the 2021 to 2022 ILR you record them as leaving on 16 July 2021. In this scenario, they will have earned a monthly on-programme payment in July 2021 from the 2020 to 2021 ILR that will need paying back. 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.

20 Earnings Adjustment Statement

- 20.1 The use of the EAS has been expanded for 2021/22. As well as recording Earnings Adjustment Statement and Learner Support Funding in your quarterly 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.
- 20.2 Guidance on how to submit this claim for 2021/22 can be found here:
<https://www.gov.uk/government/publications/earnings-adjustment-statement-eas-2021-to-2022>

20.3 In addition to reporting Prince's Trust and excess learning support claims you will also use this to claim CPCA funding flexibilities for elements of delivery that cannot be recorded in the ILR. For more information on claiming this through the EAS, refer to the [EAS guidance](#).

21 Payment Arrangements

- 21.1 CPCA will run the BACS payments on a monthly basis 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. CPCA reserve the right to hold payments in case of underspend or cease payments, should you be in breach of your Contract/Grant.
- 21.2 The normal payment timeline is shown below, the exception will be month one (August 2021) where those providers who it has been agreed by the CPCA will receive the funding agreed on their payment profile for that month only.

22 Grant Funding Arrangements

Paid on profile

- 22.1 As a Grant funded provider, you will have submitted and agreed a delivery plan for the 2021/22 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.
- 22.2 The delivery plan will underpin your performance management dialogue, but your payment profile for the funding year 1st August 2021 to 31st July 2022 is set out below.

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Monthly profile	14.44%	8.58%	8.67%	7.08%	5.69%	7.44%	5.39%	5.36%	12.69%	10.21%	8.70%	5.75%
Cumulative monthly profile	14.44%	23.02%	31.69%	38.77%	44.46%	51.90%	57.29%	62.65%	75.34%	85.55%	94.25%	100.00%

Grant funded in-year performance management

- 22.3 Whilst payment mechanisms might be different the new risk-based performance management principles will apply to all AEB providers, including those funded by Grant. If the college or Local Authority 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.
- 22.4 Performance reviews will include quality, delivery, finance, compliance, and your overall progress against your delivery plan. The expectation is that in 2021/22 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 provider changes in year, then the CPCA reserve the right to change the performance management arrangements it has with you. Each Grant provider will know the performance management arrangements that will operate before the 1st August 2021.

Grant funded end year performance reconciliation.

- 22.5 For Grant funded providers, at the end of the 2021 to 2022 funding year, CPCA will apply a performance threshold of **100%** for 2021/22 for all providers and unspent AEB funds will be recovered through profiled payments in January 2023 – March 2023, following R14 2021/22. Over-performance of up to 105% within Adult Skills delivery only, will be paid for 2021/22 inclusive, to reward high-performance and support provider growth. This is subject to the availability of budget.
- 22.6 The CPCA calculation of whether a provider 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 pay back in your reconciliation statement.

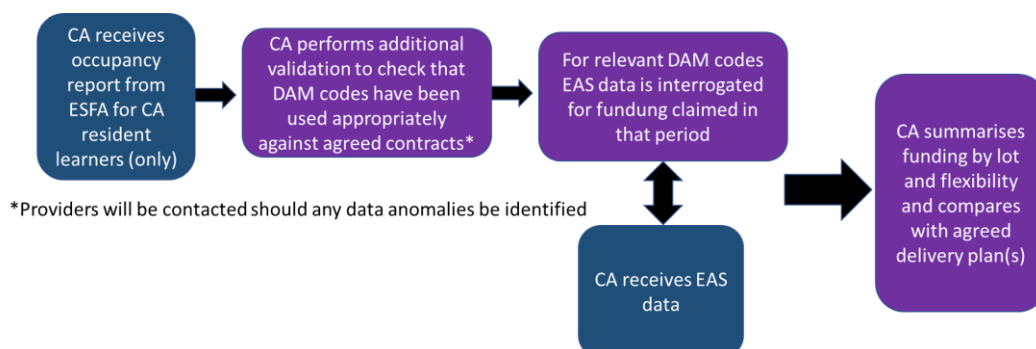
23 Contract for services funding arrangements

Contract funding principles

- 23.1 Independent Training Providers (ITPs) who have secured a contract with the CPCA, will be subject to its risk-based performance management arrangements. The risk rating you attract will decide on how you will be paid. Most providers will be paid on monthly basis on the delivery plan profile agreed between the provider and the CPCA.
- 23.2 You will be **paid on actual delivery, one month in arrears**, for the 2021/22 funding year. Your payments will be based on your actual delivery and reconciled against your proposed delivery plan on a monthly basis. At no stage will the cumulative payments made to a provider, 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.

24 Data Validation within the CPCA

24.1 The CPCA will be undertaking the following approach to validating the information you submit.



25 Performance Management Generic rules that apply to all delivery

25.1 Performance management reviews will normally take place quarterly, although the CPCA will be having an on-going monthly dialogue with you. We will use the CPCA funding and performance management approach for your AEB funding. This approach is to ensure that providers deliver high quality and meet the agreed delivery profiles, in your contract. CPCA will, where required, take appropriate action against you, where you do not meet your contractual requirements or the terms of your grant agreement.

25.2 The Performance Review (PR) meetings with you which will focus on achieving contractual performance levels. Performance will be managed on both the quantitative and qualitative aspects of your contract.

26 Performance Management

26.1 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 providers. The approach we will be taking will be shared with you in advance of the start of the funding year.

26.2 We will use the CPCA funding and performance management approach for your AEB 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.

26.3 Allocations and performance-management decisions are subject to affordability within the available budget at the time. As a result of the CPCA 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.

<p>Grant funded providers with an AEB block grant without a procured AEB contract for services awarded through the AEB procurement</p>	<p>Your AEB is allocated to you as a block grant for 2021/22. We will make payments based on the standard national profile as set out in Schedule 2 of your Grant Funding Agreement.</p> <p>Your funding agreement will state the maximum amount of AEB provision you can deliver between 1 August 2021 and 31 July 2022.</p> <p>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 using the template that will be supplied to you. The funding claims must include Adult Skills and Community Learning, the funding claims you must provide are set out below:</p> <ul style="list-style-type: none"> • The first funding claim in November 2021 (R03) • The mid-year funding claim in February 2022 (R06) • The third funding claim in May 2022 (R09) • The fourth funding claim in September 2022 (R12) • The last funding claim in October 2022 (R14) <p>The CPCA will reserve the right to re-profile, reconcile or hold payments at any point during the funding agreement period.</p> <p>For any under-delivery at the end of the 2021/22 funding year, unspent AEB will be recovered through profiled payments between January 2022/23 – March 2022/23. Where your delivery is less than 100%, we will make a year-end adjustment to your funding allocation, and you must pay back any unspent funds up to the full value of your AEB funding allocation. We will confirm the value of funding you must pay back in your reconciliation statement.</p>
<p>Contract for service funded providers that were successful in the 2019-20 procurement</p>	<p>You will receive an extension letter and contract variation for services for the funding awarded to you through the original 2019-20 procurement round, covering the period 1 August 2021 to 31 July 2022. Your extension letter will state the maximum amount of AEB provision you can deliver between 1 August 2021 to 31 July 2022</p> <p>Your contract will span two financial years:</p> <ul style="list-style-type: none"> • August 2021 to March 2022: periods 5 to 12 of the 2021 to 2022 funding year • April 2022 to July 2022: periods 1 to 4 of the 2022 to 2023 funding year <p>We will pay the AEB component based on your actual delivery each month, up to your contract value for the financial year. 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</p>

	<p>at the end of the year based on the funding claims you provide. We will recover under-delivery.</p> <p>For Learner Support 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.</p>
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27 Contract/Grant Performance Review (CPR)

27.1 The purpose of the Review 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 CPCA holds more frequent reviews in the initial stages of the grant or contract.

27.2 The CPR 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 the Action Plan – including performance expectations agreed at the last meeting
- Subcontractor and supply chain performance
- Good news stories/case studies
- Collaborative working
- CPCA / DfE policy changes.

27.3 If data shows that you may not achieve the performance levels set out in your grant/contract, we will discuss with you whether a Performance 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.

27.4 If the remedial actions captured on the Action Plan are unable to lift your performance in order 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 doesn't improve.

- 27.5 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 CPCA funding rules.
- 27.6 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.
- 27.7 CPCA have no responsibility to pay any amount over your allocated funding for the funding year or financial year. If you deliver more than your contract value, you do so at your own risk, unless agreed in advance and in writing with CPCA. Subject to budget, in 2021/22 inclusive, we will consider rewarding performance up to 105%.
- 27.8 For new contracts awarded through the CPCA procurement, we will be starting another procurement rounds for the funding years 2022/23. Any future allocation will be subject to government policy, budget availability, your delivery and performance against your procured AEB contract value and the delivery agreed with you as part of the contract award. We will performance manage all your CPCA AEB provision whether Grant or a Contract.
- 27.9 If we increase your contract value through a performance-management process, you must use that extra funding to deliver the type of learning provision for which you requested and are awarded funding.
- 27.10 You cannot shift funds between your CPCA AEB and any other funding stream.
- 27.11 CPCA reserve the right to increase or decrease the number of performance management points we operate, in line with delivery against the funding available for AEB and reserve the right to adjust your contract value if there is a risk that demand for AEB may exceed the budget available.

28 Funding Claims

- 28.1 At the performance management review (Period 6), we will be looking at the annual allocation for all providers: 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.

29 Annex A - Eligibility for funding

The section on eligibility determines how eligibility to be funded can depend upon citizenship within the European Union or the European Economic Area (EEA). This Annex details which countries will meet the residency requirements detailed in paragraph 36 of the rules.

Countries or areas where residency establishes eligibility for our funding

29.1 Member states of the European Union.

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

29.3 Other territories categorised as being within the European Union.

29.4 Other territories are categorised as being within the European Union for the purposes of the fees regulations; these are:

- **Cyprus:** any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national;
- **Finland:** includes the Aland Islands;
- **France:** the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon) is part of metropolitan France and is part of the EU;
- **Germany:** includes the former German Democratic Republic and the tax-free port of Heligoland;
- **Portugal:** Madeira and the Azores are part of the EU; Macau is not;
- **Spain:** the Balearic Islands, the Canary Islands, Ceuta and Melilla are part of the EU; and
- **United Kingdom:** Gibraltar is part of the territory of the EU.
- **To note:** The Channel Islands and Isle of Man are part of the United Kingdom and Islands but not part of the EU.
- Andorra, Monaco, San Marino and the Vatican are not part of the EU.
- EEA and eligible overseas dependent territories.

29.5 For funding eligibility purposes, this is defined as all member states of the EU and Iceland, Liechtenstein, Switzerland, Norway and all the eligible British overseas territories and EU overseas territories listed in paragraph 4 of this Annex.

29.6 Although Switzerland is not part of the formally recognised EEA, its nationals are eligible under various international treaties signed by the UK and Swiss governments.

29.7 Eligible overseas territories of other British and EU member states.

29.8 Learners who are nationals of certain British Overseas Territories and of certain European overseas territories are eligible for funding, depending on the three-year rule on residence in the EEA. These are as follows:

- Anguilla;
- Bermuda;
- British Antarctic Territory;
- British Indian Ocean Territory;

- British Virgin Islands;
- Cayman Islands;
- Falkland Islands;
- Henderson Island;
- Montserrat;
- Pitcairn, Ducie and Oeno Islands;
- South Georgia and the South Sandwich Isles;
- St Helena and its dependencies;
- Turks and Caicos Islands;
- Greenland and Faroe Isles;
- Antilles (Bonaire, Curaçao, Saba, St Eustatius and St Maarten) Aruba;
- New Caledonia and its dependencies;
- French Polynesia;
- Saint Barthélemy;
- The Territory of Wallis and Futuna Islands;
- Mayotte; and
 French Southern and Antarctic Territories

30 Annex B: Community Learning objectives

- 30.1 Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills.
- 30.2 Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- 30.3 Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
- Improved confidence and willingness to engage in learning
 - Acquisition of skills preparing people for training, employment or self-employment
 - Improved digital, financial literacy and/or communication skills
 - Parents/carers better equipped to support and encourage their children's learning
 - Improved/maintained health and/or social well-being
- 30.4 Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
- Increased volunteering, civic engagement, and social integration
 - Reduced costs on welfare, health and anti-social behaviour
 - Increased digital skills, online learning and self-organised learning
 - Improved awareness of environmental sustainability and reducing carbon emissions
 - The lives of our most troubled families being turned around
- 30.5 Commission, deliver and support learning in ways that contribute directly to these objectives, including:
1. Bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 2. Using effective local partnerships to bring together key providers and relevant local agencies and services
 3. Devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 4. Involving volunteers and voluntary and community sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
 5. Supporting the wide use of online information and learning resources
 6. Minimising overheads, bureaucracy and administration

31 Annex C Subcontracting

Background

- 31.1 All sub-contracting arrangements must be agreed (in writing) before any delivery of CPCA funded AEB activity is undertaken.
- 31.2 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, we 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.
- 31.3 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.

Selection and procurement of Sub-Contractors

- 31.4 You must not increase the value of delivery subcontracts agreed to over 25% of your contract value without written permission from the CPCA.

Appointing a Subcontractor

- 31.5 You must only award contracts for delivering provision funded by the CPCA's AEB to legal entities. If the legal entity is a registered company, it must be recorded as 'active' on the Companies House database.
- 31.6 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.
- 31.7 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
- 31.8 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.

Terms that you must include in your contracts with delivery subcontractors

- 31.9 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 subcontractor's delivery information;
- give us, and any other person nominated by us, access to their premises and all documents relating to CPCA AEB and other provision co-funded by the AEB;
- 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 AEB;
- 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
 - an inadequate Ofsted grades
 - complaints or allegations by residents, people working for the delivery subcontractor or other relevant parties, and
 - allegations of fraud
- are bound by European Social Fund (ESF) clauses from your funding agreement being then included in the subcontract, even if the provision being subcontracted is not funded by the ESF;
- do not use our funding to make bids for, or claims from, any European funding on their own behalf or on our behalf without written permission from the CPCA Combined Authority;
- do not use payments made as match funding for ESF co-financing projects without written permission from the CPCA Combined Authority.

Monitoring

31.10 You must manage and monitor all your delivery subcontractors to ensure that high-quality delivery is taking place that meets our funding rules.

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;

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

32 Annex D: Data Collection

32.1 Data underpins the funding and commissioning decisions made by CPCA. 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 CPCA, sponsoring departments and to the Government, thereby informing policy making decisions.

32.2 CPCA will in 2021/22 be using the data recorded on the ILR to calculate funding earned by its providers. The data will provide management information, including performance indicators, which will be used to manage your current Grant Agreement or Contract for Services.

32.3 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. CPCA 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 2021/22 CPCA will require providers to return information not recorded in the ILR at certain intervals to support this.

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

Individualised Learner Record (ILR) file

32.5 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.

32.6 However, the information must be collated and submitted in accordance with the ILR guidance which relates to provision delivered by CPCA.

33 Annex E: Data Protection

33.1 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.

Confirmation and signatures

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

33.3 We accept electronic evidence, including digital signatures, but you must have wider systems and processes in place to assure you that residents exist and are eligible for funding.

33.4 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

33.5 You can only claim funding for learning when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing or similar learning.

33.6 You must have evidence that the learning took place and that the resident was not just certificated for prior knowledge.

33.7 Where the learning is certificated you must follow your awarding organisation's procedure for claiming the relevant certificate(s) and ensure they are given to the resident. You must evidence that this has happened in the resident file.

Leaving learning

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

Individualised Learner Record

33.9 You must accurately complete all ILR fields as required in the ILR Specification, even if they are not used for funding. Where your data does not support the funding you have claimed, we will act to get this corrected and could recover funds you have claimed.

33.10 The ILR must accurately reflect what learning and support (where applicable) has been identified, planned and delivered to eligible residents. You must not report inaccurate information that would result in an inflated claim for funding.

33.11 The ILR provides assurance that the CPCA funding rules are being followed and calculate actual funding earned. It will be used by CPCA to monitor individual providers' delivery, monitor quality of provision and evaluate the effectiveness of providers across the combined authority.

33.12 The ILR file must contain evidence to support the funding claimed and must be available to CPCA if we need it. Evidence in the learner file must assure us that the learner exists, and the learner must confirm information they provide is correct when it is collected.

33.13 Learner records should include:

- Your assessment and evidence of eligibility for funding and a record of what evidence the resident has provided
- All initial, basic skills and diagnostic assessments
- Information on prior learning that affects the learning or the funding of any of the learning aims or programme.

33.14 For 'personalised learning programmes', for example, learning not regulated by a qualification, full details of all the aspects of the learning to be carried out, including supporting evidence of the number of planned hours reported.

- A description of how you will deliver the learning and skills and how the resident will achieve
- The supporting evidence about why you have claimed funding and the level of funding for a resident, including details of any resident or employer contribution
- Support needs 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 if the resident is taking part in a traineeship) and records are available
- A resident's self-declarations as to what state benefit, they claim
- A resident's self-declarations on their status relating to gaining a job.

33.15 All records and evidence of achievement of learning aims. This must be available within three months of you reporting it in the ILR.

33.16 You must keep evidence that the resident is eligible for funding. Where the resident 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.

33.17 If a subcontractor delivers any provision to the resident, it must clearly identify who it is, and this must match the information reported in the ILR.

Self-declarations by residents

33.18 All self-declarations must confirm the resident's details and describe what the resident is confirming.

33.19 If a resident self-declares prior attainment, you must check this in the personal learning record and query any contradictory information with the resident. The personal learning record will not necessarily override the resident's self-declaration.

Outcomes

33.20 The following are recognised outcomes if they are achieved and evidenced within six months of completing the AEB learning.

- An apprenticeship starts evidenced by ILR records or a self-declaration by the resident
- A job, including being self-employed, for at least 16 hours a week and for eight consecutive weeks within six months of completing AEB learning evidenced by a declaration from the resident or their employer
- Progression to another English or maths qualification which is a level higher than that achieved previously through AEB learning
- Progression of a resident evidenced by self-declaration they are studying a level 2 or level 3 qualification at least 150 guided learning hours

34 Annex F: Definitions used in the Adult Education Budget

Unemployed

- 34.1 For funding purposes, a resident is defined as unemployed if one or more of the following apply.
- They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
 - They receive Employment and Support Allowance (ESA) and are in the work-related activity group (WRAG)
 - They receive Universal Credit, earn either less than 16 times the national minimum wage / national living wage a week or £330 a month (this is subject to change) and are determined by Jobcentre Plus as being in one of the following groups:
 - All Work-Related Requirements Group, Work Preparation Group and Work-Focused Interview Group;
 - They are released on temporary licence and studying outside a prison environment and not funded through the Offenders' Learning and Skills Service (OLASS).
- 34.2 Providers may also use their discretion to fully fund other residents if both of the following apply. The resident:
- Receives other state benefits (not listed above) and earns either less than 16 times the national minimum wage / national living wage a week or £330 a month (this is subject to change)
 - Wants to be employed, or progress into more sustainable employment, if they earn either less than 16 times the national minimum wage / national living wage a week or £330 a month (this is subject to change), and you are satisfied the learning is directly relevant to their employment prospects and the local labour market needs

Full level 2

- 34.3 Level 2 is the level of attainment which, is demonstrated by:
- A General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above, or
 - Technical Certificate at level 2 which meets the requirements for the 2018 Submit Learner Data and 2019 16 to 19 performance tables
- 34.4 If a resident aged 19 to 23 has achieved a level 2 qualification, that was, at the time they started, or still is, classed as a full level 2, then any subsequent level 2 qualifications will be co-funded.

34.5 If a qualification gained overseas is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 19 to 23 legal entitlement, the resident will be deemed to have achieved their first level 2 and/or level 3 qualification.

Full level 3

34.6 Level 3 is the Level of attainment which is demonstrated by a:

- General Certificate of Education at the advanced level in two subjects, or
- General Certificate of Education at the AS Level in four subjects, or
- QAA Access to Higher Education (HE) Diploma at level 3, or
- Tech level; or applied general qualification at level 3 which meets the requirements for the 2019 and 2020 16 to 19 performance tables.

34.7 If a resident aged 19 to 23 has achieved a level 3 qualification, that was, at the time they started, or still is, classed as a full level 3, and wants to enrol on any subsequent level 3 qualification, of any size, they will have to either apply for an advanced resident loan or pay for their own learning.

34.8 When a resident starts an AS Level qualification and intends to continue through to a full A Level in the same subject, the funding of both the AS and A Levels will be treated as if they were a single qualification. This must be set out in their learning agreement and the learning must be in consecutive funding years.

Eligible qualifications

34.9 Where you deliver regulated qualifications and/or their components you must ensure they are eligible for AEB funding and available on [Find a Learning Aim](#).

34.10 Before delivering a component, you must check with the awarding organisation that they provide a facility for the resident to be registered on it and the resident can achieve it alone or as part of accumulating achievement towards a qualification.

Non-regulated learning

34.11 Where you deliver non-regulated learning, you must ensure it is eligible for funding. Such learning could include:

- independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work
- locally commissioned and/or locally developed basic knowledge and skills needed to access technical qualifications
- employability and labour market re-entry
- locally commissioned and/or locally devised technical education short courses (also known as taster sessions)
- community learning courses

34.12 The eligibility principles we apply to non-regulated learning are as follows:

- It must not be provision linked to UK visa requirements
- It must not be provision linked to statutory employer requirements (including a licence to practice) unless there is an agreed concession in place
- It must not be vendor-specific provision which is linked to a particular employer or commercial system
- It must not be learning that should be part of a resident's experience, such as an 'induction to college'
- It must not be a non-regulated version of a regulated qualification
- It must not be above notional level 2 (that is, at notional levels 3 or 4)
- At notional level 2 it must focus on technical provision

34.13 Where you are delivering non-regulated learning, you must ensure you have appropriate and robust quality assurance processes in place. For instance, 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. Further information on RARPA is available from the Learning and Work Institute.

35 Annex G: Glossary

Term	Description
20+ childcare	A category of learner support to assist residents aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
Adult funding methodology	The CPCA funding methodology for residents aged 19 and over, participating in AEB learning.
Advanced Learner loan	Advanced learner loans are available for residents aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced resident loans give residents access to financial support for tuition costs similar to that available in higher education and are administered by Student Finance England.
Break in learning	When a resident 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.
Community Learning	Helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, learn how to support their children better, or prepare for progression to more formal courses / employment.
Components of regulated qualification	A subset of a qualification, which could be a unit.
Continuers	Learners who commenced learning in a previous funding year and remain in learning as of 1 August 2021
Contract for services	Funding agreement for providers not paid through a grant agreement.
CPCA	The Cambridgeshire and Peterborough Combined Authority
CPCA Register of training Organisations (the Register)	A register that provides assurance on organisations that have a grant or contract for service with CPCA.
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.
Direct costs of learning	Any costs for items without which it would be impossible for the resident to complete their learning aim. This can include the costs of registration, examination or any other activities or materials without which the resident cannot achieve their programme of study.
Distance learning	Learning delivered away from the resident's main place of employment or place of learning.

Term	Description
Earnings adjustment statement (EAS)	The form providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record.
Education health 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.
Employment status (formerly employed)	<p>The main types of employment status are:</p> <ul style="list-style-type: none"> • worker • employee • self-employed and contractor • director • office holder <p>More information on employment status is available.</p>
English for speakers of other languages (ESOL)	The study of English by speakers of other languages.
ESFA	The Education Skills Funding Agency
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and three 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 social fund (ESF)	The ESF is a structural fund from the European Union. It improves the skills of the workforce and helps people who have difficulties finding work. We are a co-financing organisation for the ESF.
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 when the needs of the resident cost more than £19,000 in a single funding year.
Full level 2	The following qualifications are designated full at level 2: A General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above, or a Technical Certificate at level 2 which meets the requirements for 2018 to 2019 16 to 19 performance tables.
Full level 3	The following qualifications are designated full at level 3: a General Certificate of Education at the advanced level in two subjects, or a General Certificate of Education at the AS Level in four subjects, or a QAA Access to Higher Education (HE) Diploma at level 3, or a Tech Level; or applied general qualification at level 3 which meets the requirements for 2018 16 to 19 performance tables.

Term	Description
Full or co-funding Indicator	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 ICT that provide the resident with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work
Funding and delivery profile	to include the conditions of funding (grant) or contract for services; and the delivery profile you have reached with the CPCA.
Funding model	Identifies the funding methodology we apply to submission of finalised ILR data. For AEB funding, Funding Model 10 (Community Learning) and 35 (Adult Skills) are used, noting model 10 is non-formula funded (i.e. ILR data does not generate a funding rate and is paid on monthly profile) and model 35 is formula funded. More information is available in the 2021 to 2022 ILR Specification.
Funding year	The Adult Education Budget operates on a funding year basis, which starts on 1 August and finishes on 31 July.
General Data Protection Regulation	The General Data Protection Regulation (GDPR) is a, Europe-wide law that replaced the Data Protection Act 1998 in the UK. It is part of the wider package of reform to the data protection landscape that includes the Data Protection Act 2018. The GDPR sets out requirements for how organisations have to handle personal data.
Grant-funded providers	Providers with a financial grant agreement.
Guided learning	As defined by Ofqual: “The activity of the resident in being taught or instructed by – otherwise participating in education or training under the immediate guidance or supervision or – a lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of ‘participating in education and training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.” You can find more information in the Ofqual General Conditions of Recognition September 2016.
Hardship	Within learner support, a category of support to assist vulnerable and disadvantaged residents to remove barriers to education and training.
High value courses Skills offer	High value qualifications adapted from an already approved for funding regulated qualification list.
Immigration status	The permissions, or otherwise, granted by the government of the United Kingdom for a resident to reside here.
Individualised Learner Record (ILR)	The primary data collection requested from learning providers for further education and work-based learning in England. The data is used widely, most notably by the government, to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.

Term	Description
Information advice and guidance (IAG)	Services available to residents to enable them to consider further learning opportunities, progression and career choices.
Job outcome payments	Payments made for residents who are unemployed at the start of learning who cease learning to take up a job.
Learner file	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove that the resident exists and is eligible for funding, and for the learning to be provided.
Learner residency	<p>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.</p> <p>Following the devolution of adult education functions, there is a new emphasis on residence in England, in determining and evidencing eligibility for devolved AEB - see 'who we fund' and 'evidence' sections.</p>
Learner support	Funding to enable providers to support residents with a specific financial hardship that might prevent them from being able to start or complete their learning.
Learning aim	Statements that describe the overarching intentions of a course.
Learning aim reference number	The unique eight-digit code used to identify a specific learning aim.
Learning delivery	A code used as part of the Individualised Learner Record (ILR) to indicate participation in programmes or initiatives
Learning planned end	The date entered onto the individualised learner record (ILR) when the learner is expected to complete their learning
Learning support	Funding to enable providers to put in place a reasonable adjustment, set out in the Equality Act 2010, for residents with an identified learning difficulty and/or disability to achieve their learning goal.
Legal entitlement	<p>The legal entitlement to education and training allows learners to be fully funded who are aged:</p> <ul style="list-style-type: none"> • 19 and over, who have not achieved a grade 4 (legacy grade C), or higher, and study for a qualification in English or maths up to and including level 2, and/or • 19 to 23, if they study for a first qualification at level 2 and/or level 3 <p>19 and over, who have digital skills assessed at below level 1</p>
Local flexibility	Regulated qualifications, and or their components, and non-regulated learning that the ESFA funds, that is not part of the English and maths, or level 2 or level 3 legal entitlement offer. All regulated and non-regulated learning that is available for funding through the flexible local offer is listed on Find a Learning Aim.
Low wage threshold	The threshold of £20,000 is our 2021/22 annual gross salary, Providers will need to check they are applying the correct rate

Term	Description
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.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Independent living skills and engagement learning • Employability and work skills • Labour market re-entry <p>Technical education tasters</p>
Ofqual	The Office of Qualifications and Examinations Regulation which regulates qualifications, examinations and assessments in England.
Ofsted	The Office for Standards in Education, Children's Services and Skills.
Ordinarily resident	For funding purposes, a person who normally lives in the United Kingdom, can live there by law, and return there after temporary trips outside the country. Temporary absences from a country due to the resident or a relevant family member working or travelling abroad would be discounted when considering ordinary residency.
Personal learning record (PLR)	A database which allows resident residents access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers.
Planned learning end date	The date entered onto the Individualised Learner record (ILR) when the resident is expected to complete their learning.
Recognising and Recording Progress and Achievement (RARPA)	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published updated RARPA Guidance. This comprises a clear framework designed to support residents through the learning process, identifying key outcomes. It provides a robust approach to quality control 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) -	<p>An assessment method that considers whether a resident can demonstrate that they can:</p> <ul style="list-style-type: none"> • 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.
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.
Resident	someone who has a home postcode in the CPCA.

Term	Description
Residential	Support provided under learner support to residents receiving specialist provision which involves a residential element, or to support residents 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-certification	A process where the resident can confirm something through their own signature.
Senior responsible person	For example: chief executive, managing director, principal or their equivalent.
Skills advisory panel (SAP)	SAPs aim to bring together local employers and skills providers to pool knowledge on skills and labour market needs, and to work together to understand and address key local challenges. This includes both immediate needs and challenges and looking at what is required to help local areas adapt to future labour market changes and to grasp future opportunities. This will help colleges, universities and other providers deliver the skills required by employers, now and in the future.
Small or medium sized enterprise (SME)	The category of micro, small and medium-sized enterprises made up of enterprises that employ fewer than 250 persons and which have an annual turnover not exceeding 50 million euros, and/or an annual balance sheet total not exceeding 43 million euros.
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 nonfinancial, made by central and local government to residents in certain circumstances to meet their day-to-day living needs.
Statutory entitlement	The statutory entitlement to education and training allows residents to be fully funded who are aged: 19 and over, who have not achieved a Grade A*-C, grade 4, or higher, and study for a qualification in English or maths up to and including level 2 and 19 to 23, if they study for a first qualification at level 2 and/or level 3.
Subcontractor	A separate legal entity that has an agreement with you to deliver any element of the education and training we 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.
UK provider reference number	A number given to all providers by the UK register of learning providers to enable them to be easily identified.
Unique resident number	A 10-digit number used to match a resident's achievement to their personal learning record (PLR).
Work programme	A government programme operated by the Department for Work and Pensions aimed at getting long-term unemployed residents into work.