



**CAMBRIDGESHIRE & PETERBOROUGH**  
COMBINED AUTHORITY

# **Cambridgeshire and Peterborough Combined Authority**

## **Adult Education Budget 2019-23**

### **Funding Rates, Formula and Payments Rules for all Providers**

**For the 2022 to 2023 funding year  
(1 August 2022 to 31 July 2023)**

**Version 1**

**June 2022**

This document sets out details of the funding system used to fund activity paid for from the Adult Education Budget

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## **Background - Devolution of the Adult Education Budget**

The Cambridgeshire and Peterborough Combined Authority (CPCA) secured a devolution deal and took responsibility for a devolved share of the Adult Education Budget from 1<sup>st</sup> August 2019. This document sets out the principles and features of our approach to funding rates for the 2022 to 2023 funding year (1 August 2022 to 31 July 2023) for CPCA funded Adult Education Budget (AEB) delivery. We may make changes to these principles and features during the funding year.

Ministers have agreed under a devolution agreement the transfer of a devolved AEB budget, underpinned by a Memorandum of Understanding and a Data Sharing Agreement. The latter two documents enable a set of function and activities to be undertaken by the Educations Skills Funding Agency (ESFA) on behalf of the CPCA for the 2022/23 funding year.

CPCA has agreed a moderated baseline allocation in 2022/23 which is a single allocation of funding to support your Delivery Profile or Schedule 3 including Growth Cases, if applicable. You must claim your funding through the ILR and/or the EAS where it is appropriate to do so.

You must claim your funding through the ILR and/or the EAS where it is appropriate to do so.

Providers must upload their ILR data via the ESFA, it cannot submit the ILR data directly to the CPCA. As a provider delivering provision to CPCA residents you will be required to complete the Individual Learner record in the 2022/23 academic year. The ESFA will continue to hold ILR data in a single national data set.

Providers must ensure that all documentation relating to the enrolment of CPCA residents and the record of learning activity is completed accurately. 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 ILR database and so do not generate funding.

ESFA will, following receipt of your data, run the funding validation and calculation processes, on behalf of the CPCA. It will then provide two new occupancy reports for devolved delivery. The detailed funding reports supplied to the CPCA will include the appropriate source of funding code for the CPCA SOF 115 field in which to record ILR information. This report will form the basis on which the CPCA pays you. The CPCA will use its own systems and processes to pay you. Further information is available in the Allocations, Funding and Performance Management rules.

This document and the Allocations, Funding and Performance Management rules form part of your contractual relationship with the CPCA and should be read alongside your funding agreement or contract of service.

The CPCA have approved the following changes to AEB funding in 2022/23:

- The low wage threshold before fees become payable will increase from £20,000 to £21,000 for CPCA residents
- The encouragement of the provision of Adult Skills ESOL qualifications in the workplace

These flexibilities are **in addition** to existing CPCA funding policy changes, which will continue into 2022/23:

- Fully funded Adult Skills ESOL (English for Speakers of Other Languages)
- All first full level 2s will be fully funded for any adult aged 19+
- Youth Offer - 10% funding rate uplift for the Legal Entitlement for 19–23 year-olds to enable providers to deliver more support
- Extended Level 3 Offer for CPCA residents: 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
- Extended Local Offer for Care Leavers aged 19-22
- Former Armed Forces Personnel Support Package
- CPCA specific disadvantage factor in 2021/22 the Combined Authority increased 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 national top 40% most relatively deprived for adult skills in particular. This uplift applies for all Adult Skills learning apart from that funded under the Level 3 Free Courses for Jobs offer where the ESFA's own original disadvantage factor for that area is used
- HGV
- TESOL
- Funding of CSCS Cards and License to Practice

CPCA will continue to co-produce its approach to devolved AEB with providers and stakeholders in order to achieve maximum impact for residents, the local economy and communities.

Unless otherwise stated, the intention is to follow ESFA funding guidance for 2022/23.

## **Introduction and Purpose of the Document**

- 1.1 This document provides information for Independent Training Providers (ITPs), and Grant funded providers who will be in receipt of devolved CPCA AEB for the 2022/23 funding year.

1.2 This document describes how the ESFA under the Data Sharing Agreement will continue to calculate 'formula-funded' earnings for CPCA funded residents undertaking AEB and receiving learning support for these programmes.

1.3 This document does not include or describe:

- a. information relating to non-devolved AEB learner funding managed by the ESFA.
- b. information relating to AEB learner funding devolved to the GLA/ other Mayoral Combined Authorities.
- c. learners funded through an [Advanced learner loan](#) or the career learning pilot.
- d. Apprenticeships or Traineeships.
- e. Offender learning in custody - the Ministry of Justice is responsible for these learners.
- f. details of the 16 to 19 funding model.
- g. the 'non-formula-funded' activity within the CPCA funded AEB which is reconciled through the funding claims process. For more information on funding claim(s), refer to the CPCA Allocations, Funding and Performance Management rules.

## Understanding our Terminology

2.1 The term 'we' refers to the Cambridgeshire and Peterborough Combined Authority (CPCA). When we refer to 'you' or 'providers', this includes colleges, Higher Education Institutions, training organisations, local authorities and employers that receive funding from us to deliver education and training.

## CPCA Funding Approach for 2022/23

3.1 Unless explicitly stated in this document or the Funding and Performance rules which act as a companion to this document, the CPCA is adopting the national approach to funding rates and formulas. Its approach to using its funding flexibilities is to:

- Agree a delivery profile or schedule 3 with each provider with the agreed total AEB allocation. We are not altering the earning methodology for community learning or learner support.

3.2 For 2022/23 the only additional element of the funding formula being introduced by the CPCA is the 19-23 Entitlement Uplift. This is detailed below in Section 6

### Financial contributions

3.3 If a learner meets the criteria for full funding (refer to the 'Provision and individuals we fund' section of the CPCA Funding and Performance Management Rules that relates to your provision for more information), they can claim the fully funded rate as shown in the matrix. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the un-weighted rate of the learning aim.

### **Recognition of prior learning**

- 3.4 If you record data in the 'Funding adjustment for prior learning' field on the ILR, ESFA change the funding formula to reflect this. However, this does not change Learning Support funding.
- 3.5 If the learning aim does not use the restart indicator, the CPCA will reduce the achievement funding as well as the monthly instalments. This is because the CPCA will assume the learner has earned some achievement within the prior learning.
- 3.6 If the learning aim uses the restart indicator, the CPCA will reduce the monthly instalments, but the achievement funding stays at 20% of the full funding rate.
- 3.7 The CPCA reduces the funding using the unweighted base rate because a learner should not contribute more for the same size of the learning aim just because that learning aim is more costly to deliver. This means that the government will contribute more towards learning aims with higher operational and delivery costs, such as engineering.

### **Other funding adjustments**

- 3.8 Where you have agreement with us to adjust funding for other reasons apart from prior learning, you must record it in the 'Other funding adjustment' field in the ILR. You must not use this ILR field if you do not have an agreement in place with us and we will monitor its use.
- 3.9 This 'Other funding adjustment' factor changes the funding for that learning, including the achievement funding; however, it does not change Learning Support funding.
- 3.10 If there is also a factor for prior learning recorded, the ESFA (will on our behalf) multiply the 'Funding adjustment for prior learning' factor by the 'Other funding adjustment' factor and apply it to the appropriate funding.

### **CPCA Funded Initiatives - DAM Code 023**

- 3.11 Where the CPCA fully or co-funds activity that would otherwise be unfunded by the ESFA, you must record DAM code 023 to allow the relevant learning to be correctly funded. With certain measures you may be required to enter additional DAM codes.
- 3.12 The full criteria for the correct use of DAM Code 023 will be outlined in the funding a performance rules that act as a companion to this document.

## Funding Rates

### Principles

- 4.1 The CPCA is adopting the current list of regulated qualifications eligible for public funding. The ESFA update this regularly. For information about what is eligible for public funding, refer to [Qualifications: eligible for public funding](#).
- 4.2 ESFA will on behalf of CPCA fund each learning aim, whether it represents a qualification or other learning activity, at the rate that applies when the learner starts that learning aim. This principle will remain the same for a new start in the funding year 2022 to 2023 and for continuing learners from previous years. This rate will apply for the full duration of the learning aim and does not change between funding years.
- 4.3 The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and national rates are set by the ESFA and adopted by the CPCA using the following criteria:
  - guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF).
  - planned activity in hours – for non-regulated activity.
  - certain qualification types (refer to paragraph 41 for more information).
  - programme weightings that recognise the relative costs of delivering training in different sectors and subjects.

### How the ESFA sets national funding rates for the AEB – which CPCA will adopt for 2022/23

- 4.4 All rates are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. These rates are adjusted through the funding formula according to national ESFA policy (for example, if the government contributes only part of the full rate).
- 4.5 All learners funded through the 16 to 19 funding model that turned 19 in their second or subsequent funding year of a single programme of study continue to be funded through the 16-19 funding model.
- 4.6 ESFA rates do not change depending on how you deliver the learning (for example, by delivering it online compared to in the classroom).
- 4.7 Where a learning aim had a rate set in the previous funding year, we expect this rate to remain unchanged for 2022 to 2023. Qualifications newly approved for funding are set using GLH. Where the awarding organisation does not supply the GLH, the ESFA assess the use of Total Qualification Time (TQT). For non-regulated activity, planned hours are used to set the rates. For more information on planned hours, refer to The Rules documents.
- 4.8 ESFA group GLH, TQT or planned hours into funding bands to generate a funding rate. The rates are recorded in a Single Activity Matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.



4.9 Non-regulated activity is recorded using generic learning aims called 'class codes'. For more information, refer to the *Learning aim class codes* document on GOV.UK.

**Programme weightings – CPCA will adopt for 2022/23**

4.10 Programme weightings recognise the relative costs of delivering training in different sectors and subjects and are included in the published rates.

4.11 ESFA set programme weightings by referring to the Sector Subject Area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. The Register of Regulated Qualifications and the Quality Assurance Agency websites record the SSAs. We set the SSA where there are multiple SSAs for components of qualifications, along with a limited number of exceptions listed in Annex 1.

4.12 Agriculture courses that need specialist resources (decided each year with support from Lantra) attract an extra uplift in the AEB when delivered by providers with specialist resources.

**Area cost and Disadvantage uplifts for Cambridgeshire – these will be adopted in 2022/23**

5.1 The area cost uplift reflects the higher cost of delivering training provision in some parts of the country, and applies to CPCA, where the cost uplift is 1.02. The uplift is based on the 'Delivery location postcode' recorded in the ILR. As the delivery location of distance and e-learning provision is not set, the ESFA default the area uplift factor to 1.

5.2 In addition, the CPCA will be implementing its own custom disadvantage uplift based on the top 30% most relatively deprived areas overall and the top 40% most relatively deprived areas for Adult Skills in particular. This will be based on the postcode prior to enrolment field.

**10% 19-23 Entitlement Uplift**

6.1 One of the changes to national funding that the CPCA will introduce in 2021/22 will be a 10% funding uplift for qualifications which fall under the following entitlements for 19-23 year olds

- First full level 2
- First Full Level 3
- English, Maths and Digital entitlement

6.2. This uplift will be applied to the total value of the aim, following the subtraction of any applicable co-funding elements. Learning support funding associated with an aim will not be included in the calculation associated with the uplift.

### The Single Activity Matrix – CPCA is adopting for 2022/23

7.1 Subject to agreement with the ESFA, the SAM for the funding year 2022 to 2023 is set out in **Table 1**.

Table 1: The Single Activity Matrix for 2022 to 2023 - being adopted for CPCA

Funding Band Hours	Activity Type	Programme Weighting (PW)				
		A-Base	B-Low	C-Med	D-High	E or G* (Specialist)
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774

Funding Band Hours	Activity Type	Programme Weighting (PW)				
		A-Base	B-Low	C-Med	D-High	E or G* (Specialist)
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

\*

Some specialist provision receives an uplift if delivered by certain providers

7.2 Certain qualifications in Table 2 have their funding band set as a matter of policy.

**Table 2:** The exceptions to the Single Activity Matrix for 2022 to 2023 which the CPCA is adopting

Qualification Type	Programme Weighting (PW)				
	A-Base	B-Low	C-Med	D-High	E or G*
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-

Functional skills in English or maths	£724	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

- 7.3 If you deliver English and maths GCSEs to adults aged 19 and over, you will receive a higher rate of £811. You cannot fund English and maths for apprentices through the AEB. The full list of fundable English and maths qualifications is available in the *List of qualifications in the English and maths legal entitlement offer* document on GOV.UK.
- 7.4 For 2022/23, we have agreed to continue fully funded for ESOL learners. We will constantly review its impact and carefully consider if we intend to continue with this policy into 2023/24.
- 7.5 If you offer English for Speakers of Other Languages (ESOL) qualifications, you may need to deliver additional learning to individual learners that incurs additional costs above the qualification rate. Where additional hours are required, you can record these on the ILR using the 'Additional delivery hours' field
- 7.6 For example, the key steps for claiming top-up for an ESOL qualification that is planned to be delivered in 60 hours are:
- 7.7 Identify the original funding band of the ESOL qualification. For example, if the qualification is funded at £150, this equates to the '21 to 44' hours funding band in the SAM
- 7.8 Calculate the additional hours. This is the 60 planned hours minus the maximum
- 7.9 GLH value of the ESOL qualification's funding band from the SAM. In this example, the maximum GLH from the '21 to 44' hours band is 44, therefore the additional hours you need to record in the ILR are 60 minus 44 = 16.
- 7.10 The funding calculation automatically assigns the additional hours recorded on the ILR to the SAM to allocate a funding band, which then generates a top-up rate. The 16 additional hours equates to the '13 to 20' hours funding band. The '13 to 20' hours funding band generates £100 for the top up (all ESOL aims have programme weighting A).
- 7.11 The overall rate is then the original rate (£150) plus the top up amount (£100) which is £250.
- 7.12 A new digital entitlement for adults with low or no digital skills was introduced from August 2020, supported by a suite of Essential Digital Skills qualifications (EDSQs) being developed at entry level and level 1. The ESFA will approve these new EDSQs as they are added to Ofqual's Register of Regulated Qualifications and meet approval principles.

## 8. Level 3 Free Courses for Jobs

- 8.1 For starts from 1 August 2022, we are offering additional funding for adults on their first level 3 course as defined in the CPCA AEB Funding Performance Rules
- 8.2 Within the AEB this applies to learners who were aged 19 or older on 31 August 2022.
- 8.3 We will fund this learning like we fund other AEB delivery, with the following exceptions
- Learners eligible for this offer can be fully funded; the ESFA have changed the validation rules to allow for this, for learners who are not already eligible for full-funding
  - We will increase the rate by £600 for eligible aims in category code 45 ('National Skills Fund Level 3 Adult Offer rate 1')
  - We will increase the rate by £150 for eligible aims in category code 46 ('National Skills Fund Level 3 Adult Offer rate 2')
  - We will increase the £150 or £600 by the area cost uplift and/or disadvantage uplift if applicable to that learning aim
  - to calculate learner-level capping over the 2022 to 2023 funding year, we use the unweighted rates without the £150 or £600 increase
- You should use the Learning Delivery Monitoring (LDM) code 378 (Level 3 Adult Offer) in the ILR to indicate your learning aims that are eligible within this offer.

## 9. Earnings Method – CPCA is adopting the national approach for 2022/23

### Principles

- 9.1 The following principles apply to our approach to your earnings:
- funding is distributed over the duration of the learner's course, from starting the programme to achieving the expected outcome
  - funding is directly linked to the learner completing their course and them achieving either learning aims, further learning or gaining employment
  - you earn funding for what you deliver, when you deliver it.
  - In addition this year, the CPCA would welcome regular, at least every four months, EAS claims.

### Qualifying period for funding

- 9.2 If a learner is in learning for at least the qualifying period, ESFA count them as a 'funding start'. ESFA calculate this from the ILR 'Learning Start Date':

Length of the Learning Aim	Qualifying Period
168 Days	42 Days
14 to 167 Days	14 Days
Fewer than 14 Days	1 Day

If the learner leaves before the qualifying period, you will not earn any funding. However, CPCA will reclaim the funding if you have already earned funding before recording the ILR 'Learning Actual End Date'.

## Distribution of funding over time – CPCA is adopting the ESFA approach for 2022/23

- 9.3 CPCA base your earnings on monthly instalments plus an achievement element.
- 9.4 CPCA hold back 20% of the weighted rate for each learning aim, which we will only generate when the learner achieves their learning aim. You will earn all achievement elements on the learning actual end date recorded on the ILR.
- 9.5 ESFA will (on behalf of CPCA) calculate the monthly instalments once they have removed the achievement element (20%); and spread out these instalments over the number of planned months for the learning aim, with a double payment in the first month. The instalment calculation uses the formula 'n+1', where 'n' is the number of planned months. The formula recognises the upfront costs associated with enrolling a learner on a learning aim.
- 9.6 You earn the instalments if the learner is in learning on each census date (the last calendar day of every month). The planned number of months is calculated from the 'Learning start date' and the 'Learning planned end date' in the ILR.
- 9.7 If the learner leaves early, the monthly instalments stop. However, for eligible learners CPCA will pay you a job outcome payment, which is half of the achievement element. If the learner then goes on to achieve the learning aim, you will earn the outstanding monthly instalments and the rest of the achievement element. For more information on job outcomes, refer to the version of The CPCA Funding and Performance Rules relevant to your delivery
- 9.8 Figure 1 is an example of the earnings methodology for a learner starting a course in September and achieving in June. It shows how you earn funding for a course with a total cost of £1,000 over the nine-month period: nine monthly on-programme payments (OPP) of £80, plus a double monthly OPP (that is, n+1) of £160 in the first month and an achievement payment of £200 upon completion.

**Figure 1: Example of the earnings methodology adopted in 2020/21 by CPCA**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
	9 Month Learning Aim												
Payment Instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	*	
		OPP											
Payment Example		£											
		160	80	80	80	80	80	80	80	80	80	200	

\*Achievement Payment

## **Annual funding cap for AEB – adopted by CPCA**

9.9 An annual funding cap applies to each resident you have for each year across all AEB- funded provision. The annual funding cap is £4,400 for each resident each year, before the ESFA on behalf of CPCA apply any weightings. If your planned training provision is above this cap, we will reduce your earnings in line with this.

## **Recording late data in the ILR**

9.10 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.

9.12 For example, at R14 in the 2021 to 2022 ILR you record a learner as starting on 12 July 2022 and continuing at R14. In the 2022 to 2023 ILR you record them as having left on 18 July 2022. In this scenario, they will have earned a monthly on-programme payment in July 2022 from the 2021 to 2022 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. However, please let us know the details behind the adjustments you are repaying funding for by emailing [Funding.MONITORING@education.gov.uk](mailto:Funding.MONITORING@education.gov.uk)

9.13 For more information on recording late data in the ILR, please refer to section 3.3.3 'The impact of incomplete information' in the EAS guidance.

## **10. Support Funding Learning Support**

10.1 . Learning Support is available to meet the cost of putting into place 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.

10.2 You can access this funding through the AEB and you record this against a learner's learning aim in the ILR.

10.3 . If you are claiming Learning Support for a learner who is studying an apprenticeship learning aim and a non-apprenticeship learning aim in the same month, funding will be attributed to the appropriate apprenticeships budget (16 to 18 or 19 and over), not your GLA-funded AEB budget. Refer to the ESFA's Provider Support Manual for details on how to code the ILR to make a claim.

10.4 If you record Learning Support against a learner's learning aim in the ILR, you will earn a fixed monthly rate of £150. We expect the total you earn from the monthly rate to be enough to cover your costs. If the cost of providing support to a learner exceeds the total earned from the fixed monthly rate, you can claim this excess through the EAS.

- 10.5 If you plan to deliver the learning aim in less than one calendar month, you must claim the value of the Learning Support as if it were all excess, using the EAS.
- 10.6 If Learning Support is more than £19,000, you can claim Exceptional Learning Support using the CPCA AEB Quarterly Claim form, you do not claim this through the EAS. For more information, refer to the version of The Rules..

### **Learner Support**

- 10.7 Learner Support is available to provide financial support for learners with a specific financial hardship preventing them from taking part or continuing in learning.
- 10.8 Learner Support is not formula funded. If you are a grant provider (i.e. CPCA pay you on profile each month and reconcile you at the end of the year), you must complete a quarterly funding forecast and a final funding claim.
- 10.9 The Care Leavers Bursary should be paid out of your Learner Support allocation.

## **11. Prince's Trust Team Programme**

- 11.1 The Prince's Trust Team Programme is for 16- to 25-year-olds. It is a 12-week course designed to improve confidence, motivation and skills. Each team aims to recruit a mix of 16- to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employers. We fund the teams but providers in partnership with the Prince's Trust manage them locally.
- 11.2 The Prince's Trust Team Programme will continue to be funded at the same levels as in the funding year 2021 to 2022. You will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills'. The qualifications you can use are in Table 3. You must also record the learners on the ILR using the Learning Delivery Monitoring (LDM) code 331.

**Table 3: Qualifications for the Prince's Trust Team Programme 2022 to 2023.**

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



- 11.3 If the matrix rate is lower than the programme rate, you can claim additional funding from the qualification rate up to the value of the programme rate. To claim this additional funding, you must use the 'Prince's Trust' section on the EAS.
- 11.4 Table 4 shows the matrix funding rates, the maximum programme rate and the maximum additional funding you can claim where appropriate:

**Table 4: The rates for the Prince's Trust Team Programme 2022 to 2023.**

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

## Annex 1: Programme weightings by Sector Subject Area

ESFA-set national programme weightings by SSA, which the CPCA will be adopting with some exceptions which are shown below.

SSA	SSA Tier 2 Description	Likely Programme Weighting
<b>1</b>	<b>Health, Public Services and Care</b>	
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
<b>2</b>	<b>Science and Mathematics</b>	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
<b>3</b>	<b>Agriculture, Horticulture and Animal Care</b>	
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
<b>4</b>	<b>Engineering and Manufacturing Technologies</b>	
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
<b>5</b>	<b>Construction, Planning and the Built Environment</b>	
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
<b>6</b>	<b>Information and Communication Technology</b>	
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and

<b>SSA</b>	<b>SSA Tier 2 Description</b>	<b>Likely Programme Weighting</b>
		over)
<b>7</b>	<b>Retail and Commercial Enterprise</b>	
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
<b>8</b>	<b>Leisure, Travel and Tourism</b>	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
<b>9</b>	<b>Arts, Media and Publishing</b>	
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
<b>10</b>	<b>History, Philosophy and Theology</b>	
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
<b>11</b>	<b>Social Sciences</b>	
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
<b>12</b>	<b>Languages, Literature and Culture</b>	
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base

<b>SSA</b>	<b>SSA Tier 2 Description</b>	<b>Likely Programme Weighting</b>
12.3	Linguistics	A – Base
<b>13</b>	<b>Education and Training</b>	
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
<b>14</b>	<b>Preparation for life and work</b>	
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
<b>15</b>	<b>Business, Administration and Law</b>	
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

**Exceptions to this table are:**

- Waste management and recycling in SSA 1.4 is weighted at ‘B – Low’
- Agriculture needing specialist resources in SSA 3.1, 3.2 or 3.3 is weighted at ‘G – Specialist’, with an extra uplift for certain specialist providers (paragraph 40)
- Hair and beauty in SSA 7.3 is weighted at ‘C – Medium’
- Music technology in SSA 9.1 is weighted at ‘D – High’
- Music practitioners in SSA 9.1 is weighted at ‘E – Specialist’
- Entry level Functional skills in maths is weighted at ‘C – Medium’
- Functional skills in ICT is weighted at ‘B – Low’

## **Annex 2: Non-Learning Funded Activities:**

As a result of devolution and national policies, it has been determined that some Non-Learning Funded Activities will be funded by the CPCA via the Adult Skills budget. For example, HGV courses and CSCS cards. Details on how these aims will be funded are as follows:

- Learning aims will be specified by the CPCA in the funding and performance rules or specific guidance relevant to the aim. Category Code 51-53 will then be assigned to these learning aims. The funding calculation will then suppress the area cost and disadvantage uplift for aims with this category code applied. Please note that the funding cap will still apply to these learning aims.
- For Non-Learning Funded Activities such as CSCS cards the funding calculation will suppress the area cost uplift, disadvantage uplift and capping factor. This will be achieved by having the 20% achievement payment automatically generated when an actual end date has been recorded against the learning aim regardless of whether there is an achievement recorded.

More detail on how to record these learning aims can be found in the relevant sections of the CPCA 20122 to 2023 Funding and Performance Rules.