

**Barnsley, Doncaster, Rotherham, and Sheffield
Combined Authority (the Authority)
Adult Education Budget**

Funding and Performance Management Rules (FPMR)

For the 2021/2022 Academic Year

(1st August 2021 to 31st July 2022)

This document sets out the funding and performance management rules that apply to all Providers of education and training who receive Adult Education Budget funding for South Yorkshire residents.

July 2021

Version 1.0

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1. Background

- 1.1. These rules contain conditions of funding for the Adult Education Budget in South Yorkshire which will be devolved to Barnsley Doncaster Rotherham and Sheffield Mayoral Combined Authority from 1st August 2021. With this devolved funding, certain adult education functions which previously sat with the Secretary of State for Education under the Apprenticeship Skills, Children and Learning Act 2009 have now been transferred by way of orders made under the Local Democracy, Economic Development and Construction Act 2009, Statutory Instrument 2020 No 806.
- 1.2. The content and requirements set out in this document apply to all providers delivering devolved Adult Education Budget (AEB) provision to residents in South Yorkshire funded by the Authority from 1st August 2021. The rules apply to all providers including Colleges, Local Authorities and all providers who have secured a Call-off Contract. Some providers may be funded under both arrangements, but different payment rules will apply to each funding agreement
- 1.3. The principle purpose of the AEB is to engage adults and provide them with individually tailored programmes to support entry to and progression in work, an apprenticeship / traineeship, or other further learning. In South Yorkshire, this means high quality provision that leads to improved opportunities, and better outcomes. With clear progression pathways for our residents, acquiring skills with a clear line of sight into both current and future local labour market opportunities.
- 1.4. The Authority is focused on securing positive outcomes for residents and as such it places significant importance on the quality of the initial assessment, prior attainment, and tailored learning plans looking forward up to three years. Enabling residents to meet their current and future goals. Providers should develop clear engagement and career pathways, supporting progression from entry level and level 1 into level 2 then progressing into Level 3 and beyond, focus should be on occupationally relevant skills in areas of economic and job growth. Providers have an opportunity to develop three-year AEB delivery plans aligning provision to your strategic business planning cycles and the skills residents can acquire over a longer timeframe.
- 1.5. The Authority is building upon the ESFA's current 2021/22 AEB Funding and Performance Management Rules with changes to reflect local commissioning decisions. These rules are technical in nature, produced for an audience of Colleges, Local Authority Adult and Community Learning Providers, Independent Training Providers, and other organisations (known henceforth as Providers). They are a reference document for the purposes of delivering AEB funded learning for South Yorkshire residents for the academic year 2021/2022.
- 1.6. These rules do not apply to:
 - Apprenticeships
 - Traineeships
 - Advanced Learner Loans
 - ESF (UKSPF) education and training

- Provision funded through the Governments Skills for Jobs response to the pandemic
- 1.7. This document forms part of the terms and conditions of funding and you must read them in conjunction with your funding agreement and/or call-off contract. Providers must operate within the terms and conditions of the funding agreement/call-off contract and the ILR specification. Failure to do so is a breach of your funding agreement with us.
 - 1.8. The AEB funding rates and rules will be regularly reviewed, and providers will be notified of any changes. Providers must have due regard to the Authority's priorities as informed by skills analyses of the Local Enterprise Partnership(s) and our Skills Advisory Network. These are set out in the Authority's Renewal Action Plan and Strategic Economic Plan as well as within any future Skills Strategy that may be published. Providers should read these core documents and familiarise themselves with our ambitions and priorities.
 - 1.9. There is an expectation that all providers will engage with a place-based approach working collaboratively both across South Yorkshire and within each local area. The Authority expects all providers and their supply chains to enable high quality learner pathways, both at a local level and across South Yorkshire.
 - 1.10. All information, including hyperlinks were correct when this document was published, and the Authority reserves the right to make changes to these rules.

Understanding the Terminology

- 1.11. The term 'we' is used in this document it is referring to the Barnsley Doncaster Rotherham and Sheffield Combined Authority (the Authority)
- 1.12. When we refer to 'you' or 'Providers', this includes Colleges, Higher Education Institutions, Training Organisations, Local Authorities, and other organisations who will receive funding from us to deliver education and training to residents of South Yorkshire. We will use the generic term 'you' or 'Provider' unless the requirements only apply to a specific Provider type.
- 1.13. We use the term 'funding agreement' to include:
 - grant funding agreements (grant agreements with locally based Colleges and Local Authorities within South Yorkshire)
 - call-off contracts
- 1.14. We use the terms 'resident' and 'learner' to cover those South Yorkshire residents whose provision is funded by the Authority. Eligible Residents will have a post code which confirms they reside in Barnsley, Doncaster, Rotherham, or Sheffield for the duration of their learning. The ESFA will release a file with eligible postcodes here. <https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>.

- 1.15. We use the term 'provision' to refer to all learning that we fund, whether it is a regulated qualification or non-regulated qualification as detailed in the Learning Aim Service - <https://findlearningaimbeta.fasst.org.uk/> or as agreed with the Authority.
- 1.16. If we refer to qualifications, these will be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA). This includes the new Level 3 entitlement list - <https://www.qualifications.education.gov.uk/>
- 1.17. If we refer to '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.
- 1.18. If we refer to 'programmes' we mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or non-regulated learning with clearly stated aims supporting agreed outcome
- 1.19. You can contact us at aebcontracts@sheffieldcityregion.org.uk Or you can contact your nominated Grant/Contract Manager as detailed in your contract.

2. Principles of Funding

- 2.1. AEB funding must be considered in the broader skills funding and policy landscape, which encompasses, traineeships/apprenticeships, Learner Loans, HE activity and additional funding and provision made available as part of the Government's Plan for Jobs response to the pandemic. Providers should ensure that they assess a learner's needs against the full range of provision available and identify a programme of learning most likely to support progression.
- 2.2. These funding rules apply to all Residents starting new learning aims on or after 1 August 2021 who are a resident within South Yorkshire at the commencement of learning for Colleges and Providers with a grant funding agreement or call-off contract. You must check the eligibility of the learner we will not fund learning for an individual whilst they remain ineligible. You must not fund a learner who is unable to complete a learning aim or programme of study in the time available.
- 2.3. Residents continuing their learning from the 2020/2021 funding year who were a resident within South Yorkshire at the commencement of learning will be funded through an ESFA allocation to you for the 2021/2022 academic year. You will be required to ensure that the funding is spent in accordance with the ESFA's 2021/22 Funding and Performance Management Rules.
- 2.4. You cannot transfer funding between the Authority call-off contract and grant funding agreements if you as a Provider hold both funding agreements. To aid transparency, the value of grant allocations and call-off contracts will be published annually by the Authority.
- 2.5. You must not transfer, cross or double fund learning supported by devolved AEB for South Yorkshire residents with:

- AEB from national ESFA funds
 - AEB from other devolved budgets
 - 19-24 traineeship programmes
 - Apprenticeships
 - Advanced learner loans bursary fund
 - Advanced learner loan facility
 - ESF (and any replacement scheme)
 - Any other provision funded by Government including their response to the pandemic e.g. Restart; Community Renewal
 - National Level 3 Adult Skills Offer 24+
- 2.6. You must complete learner records accurately, including the resident's Unique Learner Number (ULN) field, in order to access Authority funding. As South Yorkshire's overall AEB allocation is calculated by Government based on residency within the Authority area, it is particularly important that, as part of your initial assessment, you ensure the resident's postcode relates to where the individual resides at the start of their programme of learning and where they expect to be living for the duration of that learning. Should any changes occur the Learner Record Service information must be updated.
- 2.7. You must hold evidence to assure the Authority that you are using the funding appropriately. Most evidence will be generated from your normal business processes such as completion of the ILR. We retain the right to request performance management information and related evidence as part of our ongoing risk-based performance management process.
- 2.8. Our intention is that our relationship with providers will be strategic and not just transactional, and we expect to place a strong emphasis on proactive performance management and collaborative working. We expect high quality provision delivering measurable impact on the progression and outcomes for our residents and value for money for the public purse.
- 2.9. The Authority supports sub-contracting where it:
- extends the breadth and reach of provision to under-represented or hard to reach residents, provides opportunities to offer small scale, niche, or specialist provision; or
 - encourages employers to recruit and develop their workforce.
- 2.10. You must take your own legal advice about the impact of Public Contracts Regulations 2015 on your recruitment of delivery Subcontractors and have this advice available for inspection by us on request. If your organisation does not apply a rigorous subcontracting due diligence process, we will review your funding arrangements and limit your ability to subcontract provision.
- 2.11. Additional information on sub-contracting can be found at paragraphs 8.1 - 8.6 of this document.
- 2.12. We will in advance of the 1st August 2021:

- undertake an initial review of all providers
- undertake a financial due diligence exercise
- agree a Delivery Plan (the value of which forms part of your grant or call-off contract)
- develop and agree a payment schedule

2.13. The action undertaken in 2.12 will inform our risk-based performance management arrangements, which will apply to your funding agreement in 2021/2022.

Funding rates and formula

2.14. You can access this information in our Adult education budget: funding rates and formula document 2021/2022.

Fees and charging

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

2.16. If a fully funded learner needs a Disclosure and Barring Service 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.

Qualifying days for funding

2.17. A Learner must be in learning for a minimum number of days between their learning start date and Learning Planned End Date before you can earn funding, including learning support. You can access this information in our Adult education budget: funding rates and formula document 2021/2022. This does not apply where the learner achieves the learning aim.

Recognition of prior learning (RPL)

2.18. A Learner 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 qualification aim by the percentage of learning the Learner does not need.
- follow the policies and procedures set by the awarding organisation in regard to recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied and.
- ensure you have a robust internal RPL policy and appropriate resources to deliver RPL

- 2.19. We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
- 2.20. We do not set limits on the length of time of either prior learning or previously certificated learning. However, you must assess whether any prior learning negates the need for a learner to undertake the whole learning aim.
- 2.21. You must not use prior learning to reduce funding for English and maths qualifications up to and including level 2. It is essential that the initial assessment is followed by diagnostic assessment to underpin a tailored programme of learning to address needs.
- 2.22. If a learner enrolls on an advanced subsidiary (AS) level qualification followed by an A level, you must reduce the funding claimed for the A level to take account of the prior study of the AS level and record this in the 'Funding adjustment for prior learning' field in the ILR. You can access ILR information on GOV.UK.

Breaks in learning

- 2.23. You and the resident can agree to suspend learning while the resident takes a break from learning. This allows the resident to continue later with the same eligibility that applied when they first started their learning. If they do not return you must report the Learner as withdrawn.
- 2.24. You must record the date a learner takes a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the ILR provider support manual 2021/22.
- 2.25. You must not use a break in learning for short-term absences, such as holidays or short-term illness. The Authority will not fund a resident whilst on a break on 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. When they return to learning, you must re-plan and extend the remaining delivery as required.
- 2.26. Additional information on breaks in learning in response to the COVID pandemic are detailed in Annex E.

Response to the COVID 19 Pandemic

- 2.27. The specific funding flexibilities which the Authority has in place for 2021/22 in response to the pandemic are set out in Annex E.

Residency eligibility

- 2.28. Determining eligibility based on nationality, immigration status and other related considerations is a matter for central government, particularly in light of the United Kingdom's withdrawal from the European Union. You are required to follow any directive given by the Secretary of State in this regard and the Authority

is adopting the eligibility for funding rules as set out in the relevant section of the ESFA's Adult Education Budget Funding and Performance Management Rules 2021/22 ('the ESFA Rules') insofar as they apply to individuals resident within South Yorkshire.

- 2.29. You must check the eligibility of a learner at the start of each learning aim or programme and only claim funding if the resident is eligible and has a post code which confirms they reside in Barnsley, Doncaster, Rotherham, or Sheffield. This can be checked here. <https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>.
- 2.30 Individuals will be eligible for ESFA funded AEB if they meet the criteria in paragraph 2.29; the learning is taking place in South Yorkshire and they fulfil the residency requirements set out in one or more of the following categories:
- UK nationals and other persons with right of abode
 - UK nationals in the EEA
 - EEA nationals in the UK
 - Other non-UK nationals
- 2.31 Additional information on eligibility is contained in Annex A.

3. What we fund

Eligible Non-Regulated learning

- 3.1 Where you are delivering non-regulated learning, you must ensure it is eligible for funding. The 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
 - basic skills digital courses, including where learners are unable to undertake digital skills qualification specified in the digital entitlement
- 3.2 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 practise) unless there is an agreed concession in place.
 - it must not be vendor-specific provision, linked to a particular employer or commercial system.
 - it must not be learning, for example, 'induction to college', that should be part of a resident's experience.
 - it must not be a non-regulated version of a regulated qualification.

- It must not be above notional level 2.
 - at notional level 2 it must focus on technical provision; and
 - where appropriate for the resident, you can deliver local flexibility provision alongside a legal entitlement qualification.
- 3.3 Where you are delivering non-regulated learning, you must ensure you have appropriate and robust quality assurance processes in place, such as 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. Further information on RARPA is available from the Learning and Work Institute.

Approved qualifications

- 3.4 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, unless agreed in writing by exception with the Authority.
- 3.5 You must make sure that learning is eligible for funding before the Learner starts. on Find a Learning Aim contains details of eligible regulated qualifications, qualification components and non-regulated learning aims OR programmes of learning agreed with the Authority that have then been entered on the 'Find a learning aim' service.
- 3.6 If the National Academic Recognition Information Centre have confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 legal entitlement, the resident will be deemed to have achieved their first level 2 and/or level 3 qualification.
- 3.7 Certain qualifications that meet statutory employer requirements or a licence to practise may be eligible if agreed as part of your Delivery Plan.
- 3.8 Before delivering a component, you must check with the awarding organisation they provide a Learner registration facility and the resident can achieve it alone or as part of accumulating achievement towards a qualification.

National Funding Rates

- 3.9 For 2021/22 the Authority are adopting the ESFA's national funding rates for all AEB legal entitlements and core skills, community learning, and learning and learner support
- 3.10 National funding rates also supports delivery of flexible tailored provision for adults, including qualifications and components of these and/or non-regulated learning, up to level 2. This will be referred to in the rules as the Funded Offer. This funding is full or co-funded depending on the learner's age, prior attainment, and circumstances.
- 3.11 Where appropriate for the learner, you can deliver the National Flexible Offer alongside a legal entitlement qualification.

3.12 Learners aged 19-23 progressing towards their first full level 2, must undertake it from the National Flexible Offer.

Funded Offer and legal entitlements

3.13 Learners aged 19 to 23 who progress to their first full level 2, must only enrol on a qualification from the ESFA List of Qualifications approved for funding document on www.gov.uk .

3.14 Learners aged 19 to 23 and aged 24 and over who are unemployed, who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications or qualifications for the level 2 legal entitlement available on the Qualifications website at www.qualifications.education.gov.uk or the Find a Learning Aim function

3.15 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 at www.qualifications.education.gov.uk or the Find a Learning Aim function.

Contribution Table

3.16 The level of contribution for Authority funded AEB is set out in the table, below noting that **all** Level 3 provision delivered to 19-23 year olds will be funded from your AEB funding, not the 24+ adult Level 3 funding.

Contributions excluding LOT 2 Level 2 and Level 3 flexibility (see table below)			
Provision	19-23-year olds	24+ year olds Unemployed	24+ year olds – other
English and maths, up to and including level 2 (must be delivered as part of the legal entitlement)	Fully funded (1)	Fully funded (1)	Fully funded (1)
Essential Digital Skills Qualifications up to and including level 1	Fully funded (1)	Fully funded (1)	Fully funded (1)
Level 2 (excluding English and maths. First full level 2 must be delivered as part of the legal entitlement)	Fully funded (1) (first and full)	Fully funded	Co-funded (4). Para 4.13
Learning to progress to level 2	Fully funded (2) (up to and including level 1)	Fully funded	Co-funded (4)
Level 3 legal entitlement (learners first full level 3)	Fully funded (1)	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
Level 3 (a learner has already achieved a full level 3)	Loan-funded (3)	Loan-funded	Loan-funded
English for Speakers of Other Languages (ESOL) learning up to and including level 2	Co-funded (4) or Fully funded if unemployed	Fully funded	Co-funded (4)
Learning aims up to and including level 2, where the Learner has already achieved a first full level 2 or above	Co-funded (4) or Fully funded if unemployed	Fully funded	Co-funded (4)
Learning aims up to and including level 2, where the Learner has not already achieved a first full level 2 or above	N/A	Fully funded	Co-funded (4)
(1) Must be delivered as one of the English, maths digital entitlement and/or first full level 2 or 3 qualifications required as part of the legal entitlements			
(2) Must be delivered as entry or level one provision from the National Flexible Offer			
(3) Availability of Loans at Level 3 does not replace the legal entitlement to fully fund learners aged 19-23 undertaking their first full level 3.			
(4) Low wage pilot may apply			

Legal Entitlements

- 3.17 The AEB currently supports four legal entitlements, which enable full funding for eligible adult residents. These are set out in the Apprenticeships, Skills and Children's Learning Act 2009. Responsibility for delivery will transfer from SoS to Authority from 1st August 2021.
- 3.18 The current legal entitlements enable eligible residents to be fully funded for the following qualifications:
- English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* - C or grade 4, or higher; and / or
 - First full qualification at level 2 for individuals aged 19 to 23; and / or
 - First full qualification at level 3 for individuals aged 19 to 23
 - Information technology ('digital') skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1.
- 3.19 If a resident meets the legal entitlement eligibility criteria, you must not charge them any course fees.
- 3.20 Eligible Residents exercising their legal entitlement, must be enrolled on qualifications that are on the approved for funding list through the relevant entitlement:
- [ESFA list of qualifications in the level 2 and level 3 legal entitlement](#) and/or
 - [ESFA list of qualifications in the English and maths legal entitlement](#)
 - [ESFA list of qualifications in for essential digital skills entitlement](#)

English and maths for those aged 19 or older

- 3.21 We will fully fund residents, including residents who are employed, aged 19 or older, who have not previously attained a GCSE grade A* to C or grade 4 or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:
- GCSE English language or maths.
 - Functional Skills English or maths from Entry to level 2; and/or
 - Steppingstone qualifications (including components, where applicable) in English or maths approved by the Department for Education and ESFA.
- 3.22 If a Learner 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 Learner to only resit the exam.
- 3.23 You must not enrol residents on qualifications, which are not necessary for progressing towards a GCSE or Functional Skill level 2. It is essential that the

initial assessment is followed by diagnostic assessment to underpin a tailored programme of learning to address needs.

- 3.24 You must not fund an apprentice for English or maths from the AEB.
- 3.25 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 Learner cannot undertake GCSE English language or maths, Functional Skills English or maths from Entry to level 2 or stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education.
- 3.26 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 Learner's evidence pack to use as a basis for a programme of study.
 - Enrol the Learner on a level above that at which they were assessed and be able to provide evidence of this.
 - Deliver ongoing assessment to support learning; and
 - Record the evidence of all assessment outcomes in the Learner file.
- 3.27 The assessments must place a Learner's current skills levels within the level descriptors used for the Regulated Qualifications Framework (RQF).

Digital Skills for those aged 19 and over

- 3.28 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:
- Essential Digital Skills qualification (EDSQ up to and including level 1)
- 3.29 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 clearly identified that the resident cannot undertake an Essential Digital Skills qualification approved by the Department for Education at Entry Level or level 1.
- 3.30 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 evidence pack 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; and
 - record the evidence of all assessment outcomes in the evidence pack.
- 3.31 The assessments must place a learner's current skills levels within the level descriptors used for the Regulated Qualifications Framework (RQF).

English for Speakers of Other Languages (ESOL)

- 3.32 We will fully fund provision for residents aged 19 and over on the day they start their ESOL learning aim where they are unemployed. We will fund ESOL learning up to and including level 2.
- 3.33 We will co-fund all other residents aged 19 and over on the day they start their ESOL learning aim. Where Residents are employed, the low wages flexibility may apply see 4.22 – 4.24.
- 3.34 Providers offering ESOL qualifications may need to deliver additional learning to resident Residents that incurs additional cost above the qualification rate. You can access information on this in the Adult education budget: funding rates and formula and the subsequent related documents for 2021/2022.

British Sign Language

- 3.35 We will fully fund any resident aged 19+ whose first language is BSL to study for a first qualification in BSL, up to and including level 2, where there is no other appropriate funding available. Funding for BSL will be at the national rates. The following qualifications will be covered under this entitlement:
- Entry level award in BSL (accredited by iBSL or ABC).
 - Level 1 certificate in BSL (accredited by Signature, iBSL or ABC); and
 - Level 2 certificate in BSL (accredited by Signature, iBSL or ABC). Providers will be required to ensure if they intend to deliver this element, it must be included in their delivery plan and any agreement with the Authority will be confirmed in writing.
- 3.36 Details on how you claim this funding is included in Annex F. The impact of this change will be monitored and kept under review.

Full level 2

- 3.37 Level 2 is the level of attainment which, is demonstrated by:
- a General Certificate of Secondary Education (GCSE) in five subjects, each at grade 4 (C) or above, or
 - a Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance tables

3.38 If a learner, 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, any subsequent level 2 qualifications will be co-funded. The qualifications in the level 2 entitlement list is under review. Please email qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

Full level 3

3.39 Level 3 is the level of attainment which is demonstrated by a:

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

3.40 If a learner, has achieved a level 3 qualification that was not classed as a full level 3 at the time they started it, but has since been classed as a full level 3, and wants to enrol on any subsequent level 3 qualification, of any size, they may apply for an advanced learner loan (provided the qualification is designated for funding, and subject to learner eligibility conditions), or pay for their own learning.

3.41 The qualifications in the level 3 entitlement list is under review Please email qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

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

Level 3 24+ Adult Offer and the level 3 legal entitlement

3.43 Eligible 19 to 23-year-old learners can access all qualifications from the level 3 adult offer. If a learner aged 19 to 23 completes a qualification that is:

- Included on both the legal entitlement list and the level 3 adult offer list they will have exercised their level 3 legal entitlement. For more information on the eligibility criteria refer to paragraphs 3.17 – 3.20.

24+ Level 3 Adult Offer – National Skills Fund

3.44 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. 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.

Adults aged 24+ will now be able to access fully funded Level 3 provision from the list of qualifications available through this offer.

- 3.45 Support funding is available in line with Section 5 learning support and Annex B learner support.
- 3.46 An uplift is payable at two different rates and follows the earnings methodology set out in the Adult Education Budget: funding rates and formula 2020 to 2021. This uplift should be used to support delivery of the level 3 adult offer.
- 3.47 Only level 3 qualifications on the Qualifications in the National Skills Fund – level 3 adult offer will attract an uplift. There may be additions to the list, to ensure it meets the needs of the economy – we encourage providers to check availability regularly. When qualifications are added to the funding eligibility list, they will become eligible for funding from that publication date, and not be backdated to the start of the Level 3 adult offer (1 April 2021)
- 3.48 Please note this policy is subject to potential further amendments and clarifications
- 3.49 We will fully fund individuals as part of this offer where they:
- are aged 24 or above on 31 August within the 2021/22 funding year
 - have not achieved a full level 3 qualification, or above
 - enrol on the level 3 adult offer qualifications approved for funding.
- 3.50 Please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made

Learning in the workplace

- 3.51 We will fund learning in the workplace where a learner has a legal entitlement to full funding for:
- English and/or maths up to and including level 2 (paragraphs 3.21 – 3.27), and/or
 - a first full level 2 (paragraphs 3.17 – 3.20), or
 - a first full level 3 qualification (paragraphs 3.17 – 3.20).
 - essential digital skills qualification, up to and including level 1 (paragraphs 3.28 – 3.31).or we have agreed this as part of your delivery plan if so please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made.
- 3.52 We will not fund:
- learners are already being funded through an advanced learner loan (ALL) for qualifications that are in the Level 3 adult offer. Please see the ALL funding rules 2021/22.

The Prince's Trust Team Programme

- 3.53 This is a 12-week course designed to improve confidence, motivation, and skills for eligible 16-25-year-olds. Each 'team' recruits a mix of young people of different abilities and backgrounds, including employees sponsored by their employer. The Authority fund the team programme, providers in partnership with the Prince's Trust run and manage it on a local basis.
- 3.54 In order to deliver the Team Programme, you must get approval from the Prince's Trust. The Authority will fund the Team Programme eligible residents aged 19 to 25 through our AEB funding methodology. Please also refer to the Prince's Trust section in the Adult Education Budget: Funding Rates and Formula for All Providers for 2021/22.

Job outcome payments

- 3.55 For fully funded residents who are unemployed, we will pay 50% of the achievement payment if they start a job before achieving the learning aim. If the resident then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:
- 3.56 The resident 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 resident was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these.

What we will not fund

- 3.57 We will not fund:
- Qualifications, units, or learning aims that are not listed on the Find a Learning aim or on the ESFA list of qualifications approved for funding manual.
 - Residents in custody. The Ministry of Justice funds prison education in England.
 - any part of any learner's learning aim or programme that duplicates provision they have received from any other source
 - end-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification
 - training through devolved AEB, where a learner is undertaking or planning to undertake an apprenticeship
 - a resident 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 higher
 - a resident to sit or resit a learning aim assessment or examination where no extra learning takes place
 - residents who are ineligible for funding

- residents whose Education, Health and Care (EHC) plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.

4. Who we will fund

- 4.1 We will fund individuals who are resident in South Yorkshire, who on the first day of learning within the 2021/22 Funding Year are aged 19 or older on the 31st August.
- 4.2 You must check the eligibility of the learner and their residency ensuring they reside within the local authority areas of Barnsley, Doncaster, Rotherham and Sheffield at the start of each learning aim and only claim funding for eligible Residents unless otherwise agreed in writing with the Authority. Learner postcodes can be checked for eligibility at <https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>
- 4.3 The age of the resident on 31st August in the funding year determines whether their learning is funded through the Authority's AEB funding methodology (for individuals aged 19 and over), or the ESFA's young people's funding methodology (for individuals aged 16 to 19 and those aged 19 to 24 with an Education Health & Care Plan).
- 4.4 All individuals aged 19 or over on 31 August who are continuing a programme they began aged 16 to 18 ('19+ continuers') will be funded through the ESFA's young people's funding methodology (for 16 to 19-year olds).
- 4.5 To be funded by the Authority, on the first day of learning a resident must be aged 19 or older on 31st August within the 2021/22 funding year. The resident must be able to achieve the learning aim or programme of study in line with their initial assessment and individual learning plan.
- 4.6 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 academic year. You must reassess the Learner eligibility for any further learning they start.

Unemployed residents

- 4.7 For funding purposes, we define a Learner as unemployed if one or more of the following apply:
- They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only.
 - They receive Employment and Support Allowance (ESA).
 - Receive Universal Credit, and their take-home pay as recorded on their Universal Credit statement (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner)

- Are released on temporary licence, studying outside a prison environment, and not eligible to be funded by the Ministry of Justice

4.8 Providers may also use their discretion to fully fund other Residents if both of the following apply. The Learner:

- receives other State Benefits (not listed in paragraph 4.7) and earns either less than 16 times the appropriate age-related rate of the national minimum wage / national or real living wage a week, or £345 a month (resident claims) or £552 a month (household claims); and
- wants to be employed or progress into more sustainable employment, they earn either less than 16 times the appropriate age-related rate of the national minimum wage / national living wage a week or £345 a month (resident claims) or £552 a month (household claims) and you are satisfied the learning is directly relevant to their employment prospects and the local labour market needs.

4.9 This evidence should be retained in a Learner's Learner file.

Residents aged 19 to 23 (excluding English, maths and ESOL)

4.10 We will fully fund 19 to 23-year olds, including residents who are employed on the day they start the following learning:

- Qualifications defined within the legal entitlement
- first full level 2, and/or
- first full level 3 as part of the legal entitlement and/or access to additional qualifications from the level 3 adult offer

4.11 We will co-fund provision up to, and including, a level 2 for learners who have already achieved a full level 2 or above, who are employed. The low wages flexibility may apply.

4.12 If you have secured a call-off contract and are delivering fully funded second level 2 provision, please follow the guidance set out in Annex F.

Residents aged 24 or older (excluding English, maths and ESOL)

4.13 We will fully fund residents aged 24 or older on the day they start provision up to, and including, a level 2, if they are unemployed. In addition, we will fund qualifications from the level 3 adult offer, if learners do not have a full level 3 qualification and they meet the eligibility criteria set out in paragraph 4.1.

4.14 If you have secured a Lot 2 call-off contract where you can fully fund residents undertaking a full level 2 please follow the guidance set out in Annex F.

4.15 Otherwise we will co-fund all other learners aged 24 years and older for provision up to and including a level 2. Where learners are employed the low wage flexibility may apply.

Residents with learning difficulties or disabilities

- 4.16 The Authority will fund residents with learning difficulties and disabilities as set out in the Apprenticeship, Skills, and Children Learning Act 2009 and securing reasonable facilities for education and training suitable to the requirements of persons who are 19 and over set out in para 4.1 This includes Residents with an identified learning difficulty or disability who have previously had an Education, Health and Care Plan (EHC) plan and have reached the age of 25.
- 4.17 The young people's funding methodology will apply to learners aged 19 to 24, who have an EHC plan and require provision and support costs

Residents with an Education, Health and Care Plan (EHC Plan)

- 4.18 To access provision and support costs you must inform us before the start of the 2021/2022 funding year where a resident:
- has reached the age of 25 and has not completed their programme of learning as set out in their EHC plan by the end of the previous funding year; or
 - will reach the age of 25 in the funding year, where their EHC plan is not extended by their local authority to allow them to complete their programme of learning.
- 4.19 The resident must:
- have an EHC plan that confirms their needs could only be met by the training organisation they are, or were, attending
 - continue to make progress on the programme of learning as set out in their EHC plan.
- 4.20 We will not fund Residents whose EHC plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.
- 4.21 If a learner has an EHC Plan you must report this in the 'Learner funding and monitoring' fields in the ILR.

Residents in receipt of low wages

- 4.22 The Authority will fully fund residents, who are employed / self-employed earning up to the threshold salary level of the Real Living Wage or the equivalent of an annual gross salary of £18,135.00. The salary level will be kept under review.
- 4.23 You must be satisfied the resident meets the eligibility criteria and note the amount of the real living wage in paragraph 6.4.
- 4.24 You must have seen evidence of the resident's gross annual wages in these

circumstances. This could be a wage slip within 3 months of the resident's learning start date, or a current employment contract, which states gross monthly/annual wages. You must record what evidence you have seen, with a signature from a member of staff to acknowledge the said evidence. 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. Please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made.

Learners in the armed forces

- 4.25 We will fund armed forces personnel, Ministry of Defence (MoD) personnel or civil and crown servant's resident in South Yorkshire who meet the criteria in paragraph 4.1, and where learning takes place in South Yorkshire We will class members of the British armed forces on postings outside of the EU, including their family members, as ordinarily resident in the UK.
- 4.26 Members of other nations' armed forces stationed in South Yorkshire, and their family members, aged 19 and over, are eligible for ESFA funded AEB, set out in paragraph 4.1, if the armed forces individual has been ordinarily resident in England for 3 years.

Learners temporarily resident outside of South Yorkshire

- 4.27 Learners' temporarily resident in areas outside of devolved authority areas and who work outside of the South Yorkshire area as part of their job, are eligible for Combined Authority funded AEB providing some of the learning takes place in South Yorkshire. You cannot claim for the additional expense of delivering learning outside of South

Who we will not fund - residents not eligible for funding

- 4.28 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 in the UK without authority or lawful status.
 - those who are resident in the United Kingdom on student visa unless they are eligible through meeting any other of the categories described in Annex A.
 - on-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 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.

- those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

4.29 Armed forces family members that remain outside of South Yorkshire.

4.30 The Authority will not fund a resident whilst on a break on learning

- If a resident starts a learning aim or programme and is not eligible for funding, we will not fund the learning while they remain ineligible.
- We will not fund learners whose EHC plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.

5. Learning and Learner support

Learning Support

5.1 The AEB's over-arching aim is to support as many eligible adult Residents as possible to access learning. Some Residents will need additional support to start or stay in learning. 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 Residents.

5.2 Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the Equality Act 2010, for Residents who have an identified learning difficulty or disability, to achieve their learning goal. Learning support must not be used to deal with everyday difficulties that are not directly associated with a Learner's learning on their programme.

5.3 You must:

- carry out a thorough assessment to identify the support the Learner needs.
- agree and record the outcome of your assessment in the Learner file.
- 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 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.

5.4 You can claim learning support at a fixed monthly rate if you report it in the ILR. You must use the EAS if your costs exceed this monthly rate and you must keep evidence of these costs. You can claim learning support if learning continues past the planned end date and the Learner needs continued support.

Exceptional learning support claims above £19,000

- 5.5 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).
- 5.6 Residents 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 rather than the Combined Authority.
- 5.7 You must submit ELS claims at the beginning of the Learner's programme, or when you identify the Learner requires support costs more than £19,000 in a funding year, by completing and sending an ELS claim form to <https://www.gov.uk/government/publications/exceptional-learning-support-cost-form> copying in your Programme and Performance Manager.
- 5.8 To claim exceptional learning support for a Learner aged 19 to 24 you must confirm why the resident does not have an EHC plan. This should be a letter or email from the Learner's local authority stating the reasons(s) why the resident does not need an EHC plan.
- 5.9 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

- 5.10 This funding is included in your AEB grant or contract and will be paid as part of your agreed payment profile. Additional information on learner support is in Annex B with additional information on how it can be funded as a directly result of COVID19 in Annex E.

Residential access funding

- 5.11 You can use residential access funding to support eligible learners, 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.
- 5.12 You must:
- set out the criteria and procedures for considering and agreeing applications for support from your residential access funds; and
 - only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances and
 - 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.

- 5.13 We do not expect you to agree applications for accommodation and travel costs outside of South Yorkshire where the course is already available within the South Yorkshire.

6. South Yorkshire Framework Procured Provision

- 6.1 Over time, the Authority will make full use of the freedoms and flexibilities afforded by devolution. However, this is the first year of a longer-term journey and the Authority is committed to maintaining stability in the system so will continue to mirror for 2021/22 (where appropriate) current national funding rates and formula, learning aims and qualifications as well as delivering statutory entitlement learning as per our newly devolved responsibilities.
- 6.2 A key change is that the initial assessment undertaken should look at what can be achieved by the resident over a longer timeframe. Three-year delivery planning offers the opportunity for providers to consider skills acquisition over a longer time frame providing the opportunity to make a substantive difference to the progress they can make in achieving their goals. a learning programme that can be achieved over the longer period.
- 6.3 The Authority is applying the National Funding rates to all its provision and you must make sure that the resident and the learning aim or programme are eligible for funding. You must also refer to our Adult education budget: funding rates and formula document 2021/2022 and please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made.

Lot 1 Unemployed residents (national funding rates apply)

- 6.4 If you have secured a contract for this provision you should submit the data through the ILR and it can include basic (up to Level 2) English, Maths, and ESOL and digital. reflecting the current national entitlement (as a minimum)
- 6.5 Sector Work Academy Programme (SWAP) Information on how you should deliver the SWAPs will have been agreed as part of your call-off contract are set out below.
- 6.6 The SWAP must be linked to our key employment sectors. 1- Health, Public Services and Care; 4 - Engineering and Manufacturing Technologies; 5 - Construction, Planning, and the Built Environment; 6 – Information and Communication Technology; 7 - Retail and Commercial Enterprise and 15 - Business, Administration and Law.
- 6.7 The SWAP can last up to six weeks and will have 4 components
- Pre employment training
 - Work experience
 - A guaranteed job interview

- Licences to practice (directly related to a job)
- Outcome payment of £250 for sustained employment of 13 weeks

- 6.8 Only the pre-employment training element in the Authority and the outcome payment can be funded through AEB. Jobcentre Plus fund the other components and will pay any travel and childcare costs while claimants are on the work experience placement. Unless the authority as part of your funding agreement has agreed an additional flexibility.
- 6.9 Providers who are successful; will be part of the SWAP local design process, working closely with local JCP colleagues enable referrals to be made.
- 6.10 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.
- 6.11 Please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made.

Framework Agreement Lot 2 Employed residents (national funding rates apply)

- 6.12 The Full Level 2 must be linked to our growth sectors, which are 2 - Science and Mathematics; 4 - Engineering and Manufacturing Technologies; 5 - Construction, Planning and the Built Environment; 6 – Information and Communication Technology; 8 - Leisure, Travel and Tourism; 9 - Arts, Media and Publishing and 15 - Business, Administration Finance and Law. Please refer to Annex F which sets out how you should record the information needed to enable accurate payments to be made.
- 6.13 The table below sets out how Lot 2 contracts delivering Level 2 and/or Level 3 provision will be funded.

LOT 2 - Level 2 & Level 3 flexibility Provision	Employed	
	19-23-year olds	24+ year olds
First Full Level 2	Fully funded (entitlement applies)	Fully Funded
Second level 2 in our growth sectors	Fully Funded	Fully Funded
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
First full level 3 in our growth sectors but not on National Skills list	Fully funded	Fully Funded
Level 3 units in our growth sectors	Fully funded if employed AND satisfy the low wage criteria	Fully funded if employed AND satisfy the low wage criteria

Framework Agreement Lot v3 Young people (national funding rates apply)

- 6.14 **Key worker test and learn programme for young people** who are NEET or Hidden NEET the Authority is looking for key worker models which as a programme of activity cost no more than £4,400. Please refer to Annex F which

sets out how you should record the information needed to enable accurate payment to you to be made.

Framework Agreement Lot v4 (national funding rates apply)

- 6.15 **Key worker test and learn programme for adults aged 25+** residents who face complex and/or multiple barriers and living in homes where there is intergenerational/family worklessness in our most deprived communities. The Authority is looking for key worker models which as a programme of activity do not cost more than £4,400. Please refer to Annex F which sets out how you should record the information needed to enable accurate payment to you to be made.

7. South Yorkshire's Adult Education Offer

- 7.1 This section only applies to those Grant providers based in South Yorkshire who prior to the 1st August 2021 were in receipt of a non-formula Community Learning allocation which is now an AEB Grant allocation underpinned by an agreed Delivery Plan. Plans will support the development of a South Yorkshire Adult Education Offer, building on the excellent provision being delivered to residents in some of our most disadvantaged communities and those with complex and challenging lives.
- 7.2 Developing this offer will take time, but the direction of travel is to engage residents in our most deprived and rural communities and enable them to connect to the world of learning and progress into employment.

Funding in 2021/22

- 7.3 The intention is that as much of your adult community learning provision as possible should be delivered and reported through the ILR using the AEB formula funded methodology (funding model 35) which will enable us to monitor the activity being supported AEB funding previously known as (Community Learning Funding). Funding Model 10 should only be used for non-regulated community learning aims see Annex F. These will be agreed as part of your Delivery Plan.
- 7.4 In addition, whilst developing the Adult Education Offer, we will in 2021/22 allow providers to adhere to the current community learning objectives where they align with the agreed Delivery Plan and are set out in Annex C.
- 7.5 You will be paid in line with the monthly payment profile agreed alongside your Delivery Plan and you must attribute costs to eligible learners up to the value of your grant, including the costs delivery and any learning or learner support costs, and these must be recorded in the learner's evidence pack.
- 7.6 You must not use non-formula community learning funding for learning that is eligible for funding through an advanced learner loan or apprenticeship.

8. Subcontracted Provision

- 8.1 Subcontracted provision has an important role to play in the delivery of the AEB. Subcontractors can help widen participation amongst niche groups that would otherwise be hard to reach. It will be only be agreed where this enriches the learning offer
- 8.2 Subcontracting will be agreed as part of agreeing your Delivery Plan, the value of which will be part of your grant agreement or call-off contract. You must gain MCA agreement if you wish to change your subcontracted delivery or subcontractors in-year.
- 8.3 You must take your own legal advice about the impact of Public Contracts Regulations 2015 on your recruitment of delivery Subcontractors and have this advice available for inspection by us on request. If your organisation does not apply a rigorous subcontracting due diligence process, we will review your funding arrangements and limit your ability to subcontract provision.
- 8.4 Any changes to subcontractors or the amount of subcontracting you want to undertake following agreement of your Delivery Plan must be discussed and agreed with your Contract Manager in advance of them undertaking any delivery. The Authority retain the right to reduce your Grant or Call-off Contract if your subcontracted provision is under performing.
- 8.5 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 within 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.
- 8.6 Unless specifically authorised in writing by the Authority you may only subcontract the provision to one level. For avoidance of doubt the subcontractor must not further subcontract the provision that has been subcontracted to it. This is to ensure that you retain clear and transparent control of the quality of training provision, and that proper and appropriate measures are in place to manage the learner experience.

9. Evidence

- 9.1 You must hold evidence to assure us that you are using Authority funded AEB appropriately. Most evidence will occur naturally from your normal business process.
- 9.2 You must make sure applications for Authority funded AEB, support your decision to claim funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the residency eligibility' section.

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

Evidence Pack

- 9.4 The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.
- 9.5 Evidence in the pack must assure us that the Resident exists.
- 9.6 The Learner must confirm information they provide is correct when it is collected.
- 9.7 If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
- 9.8 Where you hold information centrally, you only need to refer to the source.
- 9.9 If applicable, the evidence pack must confirm the following:
- All information reported to us in the ILR and Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report.
 - Your assessment and evidence of eligibility for funding and a record of what evidence the Learner 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.
 - 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 Learner will achieve.
 - The supporting evidence about why you have claimed funding and the level of funding for a Learner, including details of any Learner or employer contribution if applicable.
 - Support needs identified, including how you will meet these needs and the evidence of that.
 - That learning is taking or has taken place and records are available.
 - Evidence of any work experience placement and hours on placement.
 - A Learner's self-declarations as to what state benefit, they claim.
 - A Learner's self-declarations on their status relating to gaining a job; and
 - All records and evidence of achievement of learning aims. This must be available within three months of you reporting it in the ILR.
- 9.10 Where the Learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.

9.11 If a Subcontractor delivers any provision to the resident that must be clear to us through the ILR.

Confirmation and signatures

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

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

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

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

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

9.16 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

9.17 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.

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

9.19 Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line

with the qualification specification and guidance set out by the relevant awarding organisation.

- 9.20 You must have evidence that the learning took place and the learner was not certificated for prior knowledge.
- 9.21 Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

Leaving learning

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

Individualised Learner Record (ILR)

- 9.23 You must accurately complete all ILR fields as required in the Learner Record link even if they are not required for funding purposes.
- 9.24 The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible residents. You must not report inaccurate information that would result in an inflated claim for funding.
- 9.25 Where your data does not support the funding you have claimed, we will take action to get this corrected and could recover funds you have claimed.

Self-declarations by Residents

- 9.26 All self-declarations must confirm the Learner's details and describe what the Learner is confirming for requirements set out in this document.
- 9.27 If a Learner self-declares prior attainment, you must check this in the Personal Learning Record (PLR) and query any contradictory information with the Learner. The PLR will not necessarily override the Learner's self-declaration.

10. Payments, Financial Due Diligence and Audit

- 10.1 The initial threshold set by the Authority for 2021/22 will be that you earn 100% of your allocation or call-off contract value. The payments and performance management arrangements will apply for:
- AEB grant agreements; and
 - AEB call-off contracts
- 10.2 Providers with an AEB grant funding agreement and call-off contract should read both sets of payment arrangements.

Payment Arrangement – Grant allocation

- 10.3 If you have agreed a Delivery Plan with the Authority and allocated grant on a payment schedule which will:
- fund core AEB on profile using the standard national profile
 - grant to support growth areas paid on actuals using DAM code 002
 - Adult 24+ Level 3 offer will be paid on actuals in arrears using LDN code 378.

Payment Arrangement – call-off contracts

- 10.4 Providers will be given, in advance of the start of the funding year, an individually agreed payment schedule based on your agreed Delivery Plan the value of which will form part of your call-off contract. You will be notified in advance of any in-year changes being made to the value of your call-off contract.
- 10.5 The Authority retains the right, based on the risk profile of your organisation, to decide what the payment schedule will be. The Authority has the right to pay on profile, actual delivery or if agreed as part of your delivery plan a different payment schedule.
- 10.6 The Authority will run the BACS payments on the 15th working day of each month. Providers will need to ensure that they have enough cash flow available to accommodate these payment terms.
- 10.7 Detailed information on how the payment and performance management arrangements will be applied to your funding agreement in advance of the start date of your call-off contract. The Authority reserves the right to cease payments, should providers be in breach of your call-off contract.
- 10.8 The Authority, acting by itself or through its auditors have the right during the call-off contract term and for a period of 6 years thereafter, to assess and audit compliance by the Provider and/or its key Sub-Contractors of the Provider's obligations under these rules and your call-off contract.
- 10.9 Funding cannot be transferred in year between Grant and Call-off contracts should you be a provider who has both types of funding agreements.

Financial Due-Diligence

- 10.10 In advance of the 1st August 2021 the Authority will undertake a financial due diligence review of all providers (excluding Local Authorities). This review will inform the risk-based performance management arrangements which will operate with you in 2021/2022.
- 10.11 The Authority does not intend to publish the results of its internal financial due diligence review. The approach will include a review of the last 3 years financial statements, and the Authority will share the outcome of the review with each provider prior to 1st August 2021 and will confirm the approach that will be taken in relation to performance management for the 2021/2022 funding year.

10.12 The financial due diligence will provide a risk rating which will inform how often a financial review (desk based) will be undertaken and inform how often compliance reviews will take place.

- **Green:** Providers will be subject to three formal performance reviews each year and required to demonstrate the action providers are taking to maintain this risk banding.
- **Amber:** Providers will be subject to four formal performance reviews each year and required to demonstrate the action providers are taking to improve this risk banding.
- **Red:** Providers will be subject to a minimum of six formal performance reviews each year and required to demonstrate the action providers are taking to improve this risk banding.

10.13 If the provider disagrees with the financial risk rating, providers can provide additional information to support a review. This may include, but is not limited to, a robust forecast for the current financial year, a letter of assurance from the auditors to be paid for by the provider (not from AEB).

Audit and Assurance

10.14 In addition to the Authority's own financial assurance and compliance work, providers will still be subject where appropriate to audit through the national systems operated by DfE and the ESFA such as set out in the Post 16 audit code of practice. The Authority, DfE and ESFA are responsible for assurance of their own funds however working together they will minimise the administrative burden across the providers for AEB learning and skills activity underpinned by the joint audit code of practice.

10.15 Where South Yorkshire learners are selected for sampling, compliance will be assessed against the Authority's funding and performance management rules.

11. Performance Management

11.1 Our performance management approach is risk based to support high quality, ensure the funding is being spent for the purposes it was given and enable funding to be reallocated in year in response to performance and need.

11.2 The principles of how we want to work will be the same for all providers – open, transparent and in partnership underpinned by a three-year delivery plan. There are some technical and process differences in how we apply our performance management framework. This reflects the different regulatory frameworks providers operate under, but the robustness of the approach will be consistent.

11.3 AEB Grant Agreements and Call-off contracts remain separate with different payment arrangements. If you hold both you cannot vire funds between the two. You cannot vire funds between your Authority AEB and any other funding

streams you receive, but you can use other funding streams to complement Authority funded AEB if that improves the chances of the resident achieving.

- 11.4 All Providers are required to submit ILR data and Earnings Adjustment Statement via the ESFA on a monthly basis post R01, in line with the timescales set by the ESFA. As stated in your Grant Agreement / Call-off contract this information will be used to support our payment and performance management processes.

Initial Review

- 11.5 A review of all providers will take place before 1st August 2021. This will determine an initial risk rating and will inform the performance management arrangement that will apply to your Agreement.

- 11.6 This initial review, where applicable, will focus on using a combination of dialogue, desk reviews, a site visit and a review of key systems processes and policies. It is likely to include but is not limited to the following:

- review of policies, systems, and processes (where appropriate)
- Use of PDSTAT and FRN Reports
- how compliance checks will be undertaken and how that will be provided to the Authority
- outcome of financial risk assessment and any action required
- review of contractual requirements
- compliance with the funding rules
- approach to ensure in the quality and timeliness of data returns, review of your Quality Improvement Plan
- complaints and whistle-blowers,
- approach to subcontractors (where applicable)
- financial concerns, cash flow issues (where applicable)
- review of policies, systems, and processes (where appropriate)
- quality concerns based on latest published Ofsted reports
- review of internal management arrangements (linked to this funding agreement) and

- 11.7 Following the review, a risk rating will be assigned to you. This for the first year only 2021/22 and will indicate the performance management approach that will be taken:

- Green: Low Intensity – each provider will receive as a minimum quarterly review.
- Amber: Medium Intensity – each provider will receive as a minimum bi-monthly review
- Red: High Intensity – each provider will receive monthly reviews

Performance Reviews

- 11.8 You must ensure throughout the period of the funding agreement you have all the necessary policies, systems, and processes in place to assure the Authority

that you are using the AEB appropriately. In order to gain this assurance, the Authority's Programme and Performance Unit will undertake regular performance reviews of all providers. The number of performance reviews undertaken per year will be dependent upon the RAG rating assigned to you as outlined above.

11.9 The performance reviews will include, but not be limited to:

- Outcomes from the initial review
- Systems and process
- ILR data
- EAS submission
- Sample checks of learner files
- Next steps/learner outcomes at the time of the course completion
- Evidence of learner tracking for progression
- Sub-contracting arrangements
- Other contractual requirements
- Outcome of financial risk assessment and any action required
- Review of any Action Plan (where applicable)
- Actions arising from any compliance visits
- Review of your three-year Delivery Plan
- Review of current performance including accuracy and timeliness of data reporting
- Performance against Social Value outcomes (where applicable)
- Review of residents' journey (where appropriate)
- Review of collaborative working arrangements
- Sub-contractor and supply chain performance (where applicable)

11.10 The Authority will select a sample of learner files to check randomly using a method chosen by the Authority. The frequency, periodicity and size of the samples may change throughout the funding agreement period. A final list of the compliance checks to be carried out will be sent to you along with a schedule and timeline of visits following your most recent Risk Assessment Grade. As part of our compliance monitoring, we will continue to monitor compliance with the funding rules. 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 ILR and EAS data or to adjust your final funding claim.

11.11 The Authority aims to build strong strategic relationships with all its providers whether they are funded by Grant or a call-off contract. We want a long-term shared vision that results in high quality, localised, flexible provision responding to the needs of businesses and residents, supporting greater productivity and economic growth. This requires proactive and collaborative performance management that supports us to understand and improve the impact and outcomes achieved for our residents.

11.12 In addition, meetings with you will include discussions which will be broader than just AEB delivery. They will focus on expectations for future years and are likely to cover the following areas (this list is non-exhaustive):

- Review of collaborative working arrangements

- The Authority's Strategic Priorities - how your organisation is supporting those
- The Authority / DfE /Government policy changes. – what is the direction of travel and how can you work together on these.

11.13 Prior to a Performance Review you will need to complete a Progress and Monitoring Report, which sets out:

- performance to date.
- forecast to the end of the funding year
- details of any existing or potential issues/risks
- assessment of under/over performance in terms of expenditure/delivery

11.14 This report will provide qualitative information on your progress in terms of delivery, as well as financial and numerical data. The Authority will send you instructions on how this information will be collected before the review meeting takes place.

11.15 The Authority will use these reports alongside your ILR, EAS and any performance review data, to review the overall position of all Grant Agreements and Call off contracts. At these monitoring points, where providers have identified actual or potential underspend within their current allocation, for reasons outlined in the Progress and Monitoring report, they will be given the opportunity to voluntarily reduce their allocation. Any underspend will be returned to the central pot to be redistributed but will not be consolidated into any future year allocation received by you.

11.16 If at any point the Authority has evidence that you will not deliver in full, the Authority may reduce the funding to a level that is line with your actual in-year delivery. Where, the Authority identifies underspend within the central pot, we may offer the opportunity for providers to increase their grant allocation / call-off contract value.

Performance Management Action

11.17 The purpose of any Performance Review is to ensure that you comply with the requirements in your individual Call off Contracts/ Grant Agreements. The Authority will use the outcome of its performance review to ensure that you meet the requirement of your Grant agreement or Call-off Contract. Should you fail to meet the requirements and obligations, the Authority will take appropriate informal / formal action. The approach is set out below:

- Level 1: Routine review
- Level 2: Informal action
- Level 3: Formal action (Performance Improvement Notice).

Level 1: Routine review

11.18 If the Performance Review shows that you are on track to achieve the performance levels set out in your Call-off contract / Grant Agreement, then no further action is needed.

Level 2: Informal

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

11.20 The Action Plan will be reviewed as part of your Performance Management. If the remedial actions captured on the Action Plan are unable to meet the required levels, you will be invited to a meeting. At this stage you will be informed that formal action could be taken in the event that performance does not improve.

11.21 Moving to Level 2 will impact on your RAG rating and therefore, the frequency of Reviews will increase.

Level 3: Formal

11.22 If formal action is required, the Authority will issue a Performance Improvement Notice (PIN) in accordance with the terms of your Grant Agreement or Call-off contract, to address the failure to meet the performance levels set out in the grant / contract. The Authority will work with you to support the completion of a Performance Improvement Plan (PIP) and agree the forecast management information you will be asked to supply.

11.23 In the event that performance does not improve sufficiently to meet the performance levels as required by the PIN or you are otherwise in breach of the agreements set out in the PIP, the Authority may act to terminate your contract or grant agreement.

11.24 The PIN will be reviewed as part of your Performance Review. It may also impact on any request for growth or contract extension for the funding year 2021/2022.

Annex A - Learner nationality eligibility for funding

UK nationals and other persons with right of abode

1. Individuals who meet the criteria in paragraph 2.30 and 2.31 and they are
 - UK nationals or other person with a right of abode¹ in the UK and
 - have been ordinarily resident in the UK or British Overseas Territories or Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning

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

UK nationals in the EEA

3. Individuals who meet the criteria in paragraph 2.30 and 2.31 and they are UK nationals and
 - are living in the EEA on or before 31 December 2020 and
 - have lived in the EEA only or the EEA and UK only for at least the previous 3 years on the first day of learning and
 - have lived continuously in the EEA only and/or the EEA and the UK only between 31 December 2020 and the start of the course
 - the course starts before January 2028

4. The EEA includes all the countries and territories listed below
 - All Member States of the European Union, you can access a list of member states on the EU website.
 - Iceland
 - Lichtenstein
 - Norway

¹ Persons with the right of abode have the right to live and work in the UK. All British citizens have the right to abode. Further, some Commonwealth citizens have the right of abode.

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

Territories

5. Territories categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the AEB funding rules.
 - Denmark including - Greenland and the Faroe Islands
 - Finland and the EU includes Aland islands
 - France and the EU includes the French Overseas Department (DOMS); Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon). Also New Caledonia and its dependencies French Polynesia; Saint Barthélemy;
 - Germany and the EU includes Tax-free port of Heligoland
 - Netherlands includes Antilles (Bonaire, Curacao, Saba, St Eustatius and St Maarten); Aruba
 - Portugal and the EU includes Madeira and the Azores
 - Spain and the EU includes the Balearic Islands; the Canary Islands; Ceuta and Melilla

Who is not part of the EU or the EEA

6. Andorra, Macau, Monaco, San Marino and the Vatican

EEA nationals in the UK

7. Individuals who meet the criteria in paragraphs 2.30 and 2.31 and with respect to EEA nationals other than Irish nationals, have obtained either pre-settled or settled status under the EU Settlement Scheme and
 - have lived continuously in the EEA, Gibraltar or UK for at least the previous 3 years on the first day of learning
8. The EEA includes all the countries and territories listed in Para [x].

Other non-UK nationals

9. Individuals who meet the criteria in paragraph 2.30 and 2.31 and they fulfil the requirements of one or more of the below set out in paragraphs 39.1, 39.2 and 39.3.
10. A non-UK national who:

- has permission granted by the UK government to live in the UK and such permission is not for educational purposes only, and
 - has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning
11. A non-UK national who is also a non-EEA national and:
- has obtained pre-settled or settled status under the EU Settlement Scheme and has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning.
12. An Irish national and:
- who is not also a UK national and
 - has been ordinarily resident in the UK or Ireland for at least the previous 3 years on the first day of learning

Family members of UK and EEA nationals

13. A 'family member' is the husband, wife, civil partner, child, grandchild, dependent parent or grandparent of a UK or EEA national. A family member is eligible for funding if they:
- where required to do so, have obtained pre-settled or settled status under the EU Settlement Scheme and
 - have been ordinarily resident in the UK or EEA for at least the previous 3 years on the first day of learning

Individuals with certain types of immigration status and their family members

14. Any individual with any of the statuses listed below is eligible to receive funding and are exempt from the 3-year residency requirement rule:
- 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
15. The husband, wife, civil partner or child of any of those named above
- Section 67 of the Immigration Act 2016 leave ²

² A child of a person who has received leave under section 67 of the Immigration Act 2016 will come within paragraph 41.9 where they have been granted "leave in line" by virtue of being a dependent child of such a person

- Calais leave to remain³
16. In relation to the above categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

Extension or variation of current immigration permission

17. Any learner or 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.
18. Therefore, a learner or 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.
19. You may wish to find information, advice and support on eligibility from the UK Council for International Student Affairs.
20. 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.

Children of Turkish workers

21. A child of a Turkish worker is eligible if both the following apply:
- the Turkish worker is ordinarily resident in the UK on or before 31 December 2020 and has Turkish European Community Association Agreement (ECAA) rights or extended ECAA leave and
 - the child has been ordinarily resident in the UK, EEA and/or Turkey for at least the previous 3 years on the first day of learning and is resident in the UK on or before 31 December 2020

Asylum seekers

22. Asylum seekers are eligible to receive funding if they:
- have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or

³ 3 A child of a person who has received Calais leave to remain will come within paragraph 41.10 where they have been granted "leave in line" by virtue of being a dependent child of such a person.

- are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014 49.

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

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

Persons granted stateless leave

24. 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

25. A stateless person must:

- be ordinarily resident in the UK on the first day of the first funding year of the course; and
- have been ordinarily resident in the UK and Islands throughout the 3-year period preceding the first day of the first funding year of the course

26. Certain family members are also eligible under this category if:

- 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 funding year of the course, and who has been ordinarily resident in the UK and Islands throughout the 3-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), was under 18 on the leave application date, is ordinarily resident in the UK on the first day of the first funding year of the course, and has been ordinarily resident in the UK and Islands throughout the 3 year period preceding the first day of the first funding year of the course.

27. "Leave application date" means the date on which a person is 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).

Annex B - Learner Support

1. Before you award support to a Learner, you must identify their needs within the following 'categories':
 - Hardship funding – general financial support for disadvantaged learners to support participation in learning.
 - 20+ Childcare funding – for Residents 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 ESFA funded AEB learners (set out in paragraph 27)
2. You must not claim more than % 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)
3. 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 Residents 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 as detailing in our Adult Education Budget: Funding Rates and Formula document (and submitting funding claims for grant paid Providers) for 2021/2022;
 - Consider the availability of other support for Residents, for example from Jobcentre Plus; and
 - Make it clear to Residents 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 AEB to support specific provision funded by AEB where a learner is on 2 courses at the same time
4. You must not use Learner support funds for any of the following:
 - Essential equipment or facilities if the Learner is eligible to full funding. However, these Residents can get hardship support and the new flexibilities responding to coronavirus (COVID–19) in Annex E
 - 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; and

- To pay weekly attendance allowances or achievement and attendance bonuses.

Hardship

5. You can use hardship Learner support 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 and 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 Residents of sixth-form age).
 - Examination fees.
 - Accreditation fees, professional membership fees and any fees or charges due to external bodies.
 - Your registration fees; and
 - To support Residents on Work Placements in relation to a sector-based work academy.
6. In exceptional circumstances, you can use hardship funds with course fees for Residents.
7. 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

8. You can only use childcare funding to pay for childcare with a childminder, Provider, or childminder agency, registered with Ofsted.
9. 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; and
 - Fund childcare for Residents aged under 20 on the first day of learning; instead you must direct them to the ESFA's 'Care to Learn' programme
10. You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving 'Care to Learn' payments.

Annex C – South Yorkshire Adult Education Offer

1. Locally delivered adult learning plays a unique and important role in engaging residents who have been outside learning for some time and the provision should focus on the following objectives:
2. 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
3. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
4. 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
5. 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 online learning and self-organised learning
 - the lives of our most troubled families being turned around
6. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - bringing together people from backgrounds, cultures, and income groups, including people who can/cannot afford to pay
 - using effective local partnerships to bring together key providers and relevant local agencies and services
 - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - 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
 - supporting the wide use of online information and learning resources
 - minimising overheads, bureaucracy, and administration

Annex D - Glossary

Term	Definition
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.
A Level	A subject-based qualification conferred as part of the General Certificate of Education, as well as a school leaving qualification offered by the educational bodies in the United Kingdom and the educational authorities of British Crown dependencies to students completing secondary or pre-university education.
Action Plan	Document detailing the steps you will undertake to achieve your contract objectives
AEB	means Adult Education Budget;
Advanced Learner loan	means loans available for residents aged 19 or above to provide financial support for tuition costs to undertake approved qualifications at levels 3 to level 6, at an approved provider in England and are administered by Student Finance England;
AEB funding methodology	The funding methodology for residents aged 19 and over, participating in AEB learning. You can access AEB funding methodology on GOV.UK.
AS Level	an independent qualification encompassing the first year of an A Level qualification's content
Break in learning	When a Learner is not continuing with their learning but has informed the Provider 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.
Call-off contract	the agreement in respect of the provision of the Services consisting of the documents (schedules) which shall be read as one document. In the event of ambiguity, conflict, or contradictions between these documents the conflict will be resolved according to the order of priority in Clause 1.2.7 of the agreement;

Term	Definition
Contracts Manager	Nominated individual detailed within your call off contract who is part of the Authority's Programme and Performance Unit.
Delivery Plan	the plan for delivery of the Provision agreed between the Parties (and amended from time to time between them) for the academic year running from 1 st August 2021 to 31 st July 2022, which will set out the mix and balance of adult education and/skills training to be delivered by the College or provider and as annexed as an Excel workbook at Schedule 1 of your contract;
Department	means the Department for Education;
Disclosure and Barring Service Check (DBS)	The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially involving children or vulnerable adults, and provides wider access to criminal record information through its disclosure service for England and Wales.
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 and Care (EHC) plan	an EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to 'secure' the educational provision specified in the EHC plan to ensure that the provision is delivered.
Education Skills Funding Agency (ESFA)	means the Education and Skills Funding Agency, an Executive Agency of the Department;
Employed	a resident who has a contract of employment. This does not include self-employed residents unless specifically referenced.
Employment Support Allowance (ESA)	is a United Kingdom welfare payment for adults younger than the State Pension age who are having difficulty finding work because of their long-term medical condition or a disability. It is a basic income-replacement benefit paid in lieu of wages. It is currently being phased out and replaced with Universal Credit.
English for Speakers of Other Languages (ESOL)	The study of English by speakers of other languages.

Term	Definition
European Economic Area	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to Appendix A for more information.
Evidence Pack	any information relating to a Learner generated by the Provider, the Learner or a third party for the purpose of the delivery of the Services;
Exceptional learning support	Learning support funding to meet the costs of putting in place a reasonable adjustment for a Learner who requires more than £19,000 in a funding year.
'Find a learning aim' service	Formerly known as the Learning Aim Reference Service (LARS) the 'Find a learning aim' service offers a web-based search facility. It allows users to search by most commonly used fields for Qualifications, Units, Apprenticeship Frameworks and Apprenticeship Standards and their associated validity and funding details.
Full level 2	<p>A General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above; or</p> <p>Technical Certificate at level 2 which meets the requirements for the 2018, 2021/2022 16 to 19 performance tables.</p> <p>If the National Academic Recognition Information Centre have confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 legal entitlement, the resident will be deemed to have achieved their first level 2 and/or level 3 qualification.</p>
Full level 3	<p>Level 3 is the level of attainment which is demonstrated by for example:</p> <ul style="list-style-type: none"> • General Certificate of Education at the advanced level in two subjects. • General Certificate of Education at the AS level in four subjects. • QAA Access to Higher Education (HE) Diploma at level 3; and • Tech level; or applied general qualification at level 3.
Functional skills	Applied practical skills in English, maths and ICT that provide the Learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.

Term	Definition
Funding model (10 and 35)	Identifies the funding methodology applied to submission of finalised ILR data. For AEB funding, Funding Model 10 and 35 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. Refer to 2021 to 2022 ILR Specification for more information.
Funding year	means the college and provider funding year which runs from the 1 st August to the 31 st July.
General Certificate of Secondary Education (GCSE)	In the United Kingdom, the General Certificate of Secondary Education (GCSE) is an academic qualification, generally taken in several subjects by pupils in secondary education in England, Wales, and Northern Ireland.
Grant Funding Agreement	The agreement between the Authority and Grant Funded Providers based in South Yorkshire.
Grant Manager	Nominated individual detailed within your grant agreement who is part of the Authority's Programme and Performance Unit.
Hardship	Within Learner support, a category of support to assist vulnerable and disadvantaged Residents to remove barriers to education and training.
Individualised Learner Record (ILR)	The primary data collection requested from learning Providers for further education and work-based learning in England. Government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.
Lead Provider	A Lead Provider is a college, training organisation or employer that has a direct contractual relationship with the Authority.
Learner	a third party who is a student, trainee or learner similar to whom the College or provider is required to deliver any of the Provision and who is resident within the Combined area.
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 delivery monitoring (LDM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in programmes or initiatives.
Learning Planned End Date	The date entered onto the Individualised Learner record (ILR) when the Learner is expected to complete their learning.

Term	Definition
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.
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 The Hub.
Low wage threshold	The Authority has set a threshold salary level to the Real Living Wage or the equivalent of £18,525.00 per annum (£9.50 per hour x 37.5 hours x 52 weeks) to enable more residents on low wages to access fully funded skills provision.
Ministry of Justice (MOJ)	The Ministry of Justice (MoJ) is a ministerial department of the British Government headed by the Secretary of State for Justice and Lord Chancellor (a combined position). The department is responsible for areas of constitutional policy not transferred in 2010 to the Deputy Prime Minister, human rights law, and information rights law across the UK.
National Insurance Credit	May apply if you're not paying National Insurance, for example when you're claiming benefits because you're ill or unemployed. Please see www.gov.uk for further information on eligibility and how to apply.
Non-regulated learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered, and certificated by a Provider or another organisation. This could include:</p> <ul style="list-style-type: none"> • independent living skills and engagement learning • employability and work skills • labour market re-entry • technical education tasters • community learning
Non-formula community learning funding	Where applicable, Providers receive a non-formula funded community learning allocation' as part of their AEB which is paid on a monthly profile. Submission of ILR data does not generate a funding value for the learning aim/s a Learner participates on. Instead, Providers attribute costs up to the value of their non-formula community learning allocation. Providers submit community learning data through funding model 10 - refer to 2020 to 2021 ILR Specification for more information.

Term	Definition
Ofqual	The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations, and assessments in England.
Performance Improvement Notice	Formal letter from the Authority stating the improvement in performance required and timescales applicable in which to demonstrate improvement
Performance Improvement Plan	Formal document which sets out specific performance issues and the activities and actions to be undertaken to remedy them
Personal learning record (PLR)	A database that allows learners to access to their past and current achievement records. These can be shared with schools, colleges, further education training Providers, universities, or employers.
Princes Trust Programme	is a 12-week course designed to improve confidence, motivation, and skills for eligible 16- to 25- year-olds. Each 'team' recruits a mix of 16- to 25- year-olds of different abilities and backgrounds, including employees sponsored by their employer.
Progress and Monitoring Report	This document will be supplied to you by the Programme and Performance Unit.
Provider(s)	Those organisations delivering AEB provision. This may include colleges, Local Authorities, Independent Training Provider, Higher Education Institutions and third sector organisations. Where applicable this shall include the Provider Personnel and permitted assigns and, if a Provider is a consortium or consortium leader, the consortium members. The term "Provider" shall mean "Providers" where the terms and conditions apply to more than one Provider:
Provider Personnel	all persons employed or engaged by the College or Provider together with the College or Provider's servants, agents, consultants and Sub-Contractors (and all persons employed by any Sub-Contractor together with the Sub-Contractor's servants, consultants, agents, Providers and Sub-Contractors) whether voluntary or paid used in the performance of its obligations under this Agreement or, in respect of Clause 14 (TUPE, Re-Tendering and Indemnity) and any other TUPE obligation, or an individual employed by the College or Provider in the performance of the Services;
Quality Assurance Agency (QAA)	is the independent body that checks on standards and quality in UK higher education.

Term	Definition
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 Learner 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 and 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.
Residents	Means any third party including any student, apprentice, trainee or person who is a resident within the Authority area and to whom the College is required to deliver the Provision.
Sector Work Academy Programme (SWAP)	<p>An up to 6 week long programme designed to help meet employers' immediate and future recruitment needs as well as to recruit a workforce with the right skills to sustain and grow their business.</p> <p>https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide</p>
Self-declaration	A process where the Learner can confirm something through his or her own signature.
Social Value	To be delivered in accordance with the Tender Submitted.
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.

Term	Definition
State Benefits	State Benefits are contributions, both financial and non-financial, made by central and local government to residents in certain circumstances to meet their day-to-day living needs.
Statutory entitlement	<p>The statutory entitlement to education and training allows Residents to be fully funded who are aged:</p> <ul style="list-style-type: none"> • 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/or • 19 to 23, if they study for a first qualification at level 2 and/or level 3. • 19 and over, who have digital skills assessed at below level 1
Strategic Economic Plan (SEP)	The Strategic Economic Plan sets out the South Yorkshire's plans to transform the local economy over the next decade. It is built on a strong evidence base and widespread consultation with groups representing the city region's key sectors and business representative organisations such as the Chambers of Commerce.
Sub-contract	any contract between the College/provider and a third party under which the College/provider agrees to source any or part of the provision from that third party;
Sub-contractor	means the contractors or providers that enter into a Sub-contract with the College or provider;
Technical Certificate	is a qualification which provides you with extensive knowledge in your chosen apprenticeship career path. Alongside the NVQ, it is a key component of some apprenticeship programmes. Technical Certificates are issued to Residents who have completed a specialised course of study that is related to specific vocational skills.
Unique Learner Number (ULN)	A 10-digit number used to match a Learner's achievement to their Personal Learning Record (PLR).
Universal Credit	Universal Credit is a United Kingdom social security payment that was designed to simplify the benefits system and to incentivise paid work. It is replacing and combining six benefits for working-age people who have a low household income: income-based Employment and Support Allowance, income-

Term	Definition
	<p>based Jobseeker's Allowance, and Income Support; Child Tax Credit and Working Tax Credit; and Housing Benefit.</p> <p>Please see www.gov.uk for further information on eligibility and how to apply.</p>
Work Placement	A placement with an employer in a workplace setting e.g. Sector Work Academy Programme (SWAP)

Annex E - Response to Coronavirus (COVID-19)

Breaks in Learning

1. In line with paragraphs 2.23 to 2.37, you and the learner can agree to suspend learning to enable the learner to take a break in learning where:
 - the learner is self-isolating, or caring for others affected by coronavirus (COVID-19) and is unable to continue by distance learning and/or an online offer, or
 - you are unable to deliver learning because of the impact of coronavirus (COVID-19) on your business and there is no reasonable way to achieve appropriate delivery by distance learning and/or online learning
2. To record breaks in learning for coronavirus (COVID-19) reasons, you must:
 - include these learners in your ILR submissions
 - record the reason, and ensure you have retained and submitted evidence where applicable
 - ensure affected learners are not recorded as permanently withdrawn from their learning, by entering the 'completion status' field of the ILR as '6', denoting that the learner has temporarily withdrawn from learning due to an agreed break in learning as a direct impact of coronavirus (COVID-19)
 - not change the current planned end date of the learning aim record
 - agree a new planned end date, when the learner returns, that must be assessed and recorded against the revised learning aim record

Skills recovery package

3. On 8 July 2020 the Chancellor announced exceptional funding as part of the wider COVID-19 skills recovery response. The response package includes:
4. Sector-based Work Academy Programme, information is included at paragraphs refer to paragraphs 3.5 to 3.10

Learner Support

5. The ESFA have added an additional category
 - support disadvantaged learners who cannot undertake online delivery in the event of local or national measures in response to coronavirus (COVID-19)
6. You must not use Learner Support funding for essential equipment or facilities if the learner is eligible to full funding with the exception of the items covered in the Hardship section in paragraph 5 of Annex B and the new flexibilities responding to coronavirus (COVID-19) in paragraph 250

7. You can support disadvantaged learners who are 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

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

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

10. 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 252

Annex F - South Yorkshire AEB ILR Coding Requirements

Introduction

1. This Annex sets out our ILR/EAS data collection requirements, for those providers delivering devolved AEB funded provision across South Yorkshire.
2. The data collected will be used to calculate your funding and to support compliance, performance monitoring, inform future planning and ensure that the activity is better aligned to the skills needs of residents and employers across the Authority.
3. The funding model referred to in this document is Funding Model 35 and will only apply to those learners with a South Yorkshire Authority home postcode at the start of each learning aim undertaken. The source of funding code for Authority funded learners is 118.
4. The Authority's postcode list will be published by the ESFA before the 1st August 2021.
5. The information here does not duplicate information already made available to providers by the ESFA within the following, but not limited to:
 - ESFA ILR specification, validation rules and appendices 2021/22
 - ESFA Provider Support Manual 2021/22
6. Please read the requirements for Funding Model 35 in the above documents before reading this document.
7. This guidance sets out how the Authority will require providers to code specific fields in the ILR depending on whether the aim is being funded via grant (non-procured) or through a call-off contract (procured).
8. The document refers to the use of Devolved Area Monitoring (DAM) codes. These codes will be used to monitor the delivery of specific Authority priorities. They are similar to Learning Delivery Monitoring (LDM) codes (used for ESFA funded learners) but the new one is required for use with aims funded only by the Authority. There are six DAM code fields available for each learning aim but only a few of these will be required to identify Authority procured provision.

All providers (subject to agreement/contract award)

Source of Funding Code (SoF):

9. The authority will base all monitoring and analysis on aims coded with the above SoF value. The authority will base all monitoring and analysis on aims coded with the above SoF value. This applies to both formula and non-formula funded provision.

Data item	Value to be used
Source of Funding (SoF)	118

British Sign Language

10. The Authority will fully fund any resident aged 19+ whose first language is BSL to study for a first qualification in BSL, up to and including level 2, where there is no other appropriate funding available. Funding for BSL will be at the national rates. The following qualifications will be covered under this entitlement:
- Entry level award in BSL (accredited by iBSL or ABC).
 - Level 1 certificate in BSL (accredited by Signature, iBSL or ABC); and
 - Level 2 certificate in BSL (accredited by Signature, iBSL or ABC).
- Providers will be required to ensure if they intend to deliver this element, it must be included in their delivery plan and any agreement with the Authority will be confirmed in writing.
11. The table below sets out, for the above learning aims, how the ILR must be coded

ILR Name	ILR code	Mandatory	Notes
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully funded
DAM	023	Y	Required to prevent validation error
DAM	002	N	Required for ITP's only

Low Wage Pilot (Employed Learners)

12. For all providers supporting with low wage employed learners, providers will need to use DAM code: 010 Devolved AEB Low Wage. You must not use the ESFA LDM code 363.

Grant Providers South Yorkshire Flexibilities

13. 21/22 Priority Provision Allocation
If you received an additional grant allocation to support priority provision from the Authority, to receive payment you must use Devolved Area Monitoring (DAM) code 002.

South Yorkshires Adult Education Offer

14. The Authority has requested that, where possible funding previously allocated as Community Learning is delivered as Formula Funded activity. Any such learning aim must be coded as:
- Funding model 35
 - DAM code X

This will enable the Authority to identify and monitor delivery changed from Community to Formula Funded provision.

National Skills Level 3 Adult Offer 24+

15. For Grant providers with an allocation for the 24+ Level 3 Adult Offer you must ensure that aims you claim align to those on the Level 3 list you have agreed with the Authority (grant provider specific) and flagged with LDM code 378.

Call-off contract providers

16. If you secured a call-off contract from the Authority in the recent procurement round, you are required to code your provision as set out below. It is essential that the ILR is coded correctly to ensure correct payment and enable effective monitoring of activity.

LOT 1 – Unemployed Learners

General LOT 1 AEB activity (i.e. not SWAP)

17. All unemployed learners are fully funded according to Authority funding rules. The 'Other Funding Adjustment' field is not required and should be left blank.
18. For each learning aim the ILR must be coded as follows:

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully Fund the aim
DAM	0XX	Y	Identifies LOT 1 provision (not SWAP)
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

LOT 1 – Sector Work Academies Programme (SWAP)

19. The Authority will fund the following elements of a SWAP:
- Pre employment training which will include a main vocational aim and possibly component aims for maths, English, ESOL or digital skills (if assessment dictates).
 - Outcome payment of £250 for sustained employment of 13 weeks (Job-Outcome). For this to be claimed the following must be true:
 - The learner has been employed for 13 consecutive weeks at the same employer
 - The provider must retain signed evidence from the learner that they have worked with the same employer for 13 consecutive weeks. This evidence will need to be kept in the learner file and available for the Authority to check if required.
20. In the ILR the main aim or a component will need to be coded as follows:

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
DAM	002	Y	Required for Procured AEB i.e. All ITP
DAM	013 or 016	Y	Main Aim (013) or Component Aim (016) of a SWAP Programme

21. As a minimum, the Authority will expect each learner participating in the SWAP programme to have a main aim coded as 013. The main aim (regulated or non-regulated) will be the vocational aim of the SWAP (e.g. retail). If the learner is undertaking more than one aim as part of their SWAP programme, then each of those additional aims will need to be coded with a DAM code of 016. The component aims may not necessarily be the same SSA tier as the main aim e.g. maths, English or employability.

SWAP Outcome payment

22. Where the outcome payment is to be claimed (sustained employment after 13 weeks) the learner will be enrolled on aim reference Z0009378 and coded as shown in the table below. This will generate an outcome payment of £250.

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
SOF	118	Y	
FundModel	35	Y	
DAM	002	Y	Required for Procured AEB i.e. All ITP provision
DAM	016	Y	Identifies SWAP component Aim
Completion	2	Y	Required to get full on-programme funding
Outcome	1	Y	Required to trigger achievement element

23. Start date, planned end date and actual end date can all be set to the date that 13 weeks sustained employment has been confirmed.
24. Due to disadvantage postcode uplift this value may be shown as a higher value in your funding reports but the Authority will cap this value at £250 for payment purposes.

LOT 2 – Employed Learners

Low Wage Pilot (Employed Learners)

25. For all providers supporting with low wage employed learners, providers will need to use DAM code: 010 Devolved AEB Low Wage. You must not use the ESFA LDM code 363.
26. For national formula funded AEB learning aims the ILR must be coded as follows:

ILR Name	ILR code	Mandatory	Notes
EmpStat	10	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	See notes	Y	1 if low wage, 2 otherwise
DAM	010 see notes	N	ONLY use if low wage Authority learners – <u>not required for 19-23 legal entitlement</u>
DAM	023 see notes	N	ONLY needed if low wage (prevents validation error) – <u>not required for 19-23 legal entitlement</u>
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

LOT 2 (Employed) Level 2 & Level 3 Flexibilities:

27. For Level 2 – the table below will apply for:
- Learners aged 24+ on first full level 2
 - Learners aged 19+ studying second level 2 in priority growth sectors

ILR Name	ILR code	Mandatory	Notes
EmpStat	10	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully funded
DAM	023 see notes	Y	Required to prevent validation error
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

Level 3 Adult Skills Offer

28. For Level 3 - the table below will apply for:
- Learners studying a qualification from the National Skills Fund Level 3 Adult offer **24+** list who do not already have a full level 3 qualification.

ILR Name	ILR code	Mandatory	Notes
EmpStat	10	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode

FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully funded
LDM	378	Y	National code
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

Level 3 growth sectors

29. For Level 3 the table below will apply for learners aged 19+ studying for a first full level 3 (excluding legal Learners entitlement) **NOT** on National Adult Skill offer or on legal entitlement for those aged 19-23.

ILR Name	ILR code	Mandatory	Notes
EmpStat	10	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully funded
DAM	023	Y	Required to prevent validation error
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

Level 3 units in our priority growth sectors

30. The table below will apply for Low waged learners aged 19+.

ILR Name	ILR code	Mandatory	Notes
EmpStat	10	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
SOF	118	Y	
FFI	1	Y	Fully funded
DAM	010	Y	Must be low waged learners
DAM	023	Y	Required to prevent validation error
DAM	002	Y	Required for Procured AEB i.e. All ITP provision

LOT 3 - No young person left behind (unemployed aged 19-24)

31. All LOT 3 learners must be an Authority resident, unemployed and aged 19-24. If any **ESFA formula funded** learning aims are delivered under LOT 3 they must be coded as shown below

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
FFI	1	Y	Fully funded

ILR Name	ILR code	Mandatory	Notes
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
DAM	002	Y	Required for Procured AEB i.e. All ITP provision
DAM	0?!	Y	All aims associated with LOT 3 provision – Category 1
DAM	0*\$	Y	All aims associated with LOT 3 provision – Category 2

Claims for IAG & Key Worker Support

32. Two specific learning aims have been created for these claims as follows:

Aim Ref	Purpose	Other funding adjustment*
Z0009379	Used to identify & claim IAG	tbc
Z0009380	Used to identify & claim Key Worker Support	tbc

*The funding adjustment will be agreed on a provider basis subject to award.

33. Due to disadvantage postcode uplift this value may be shown as a higher value in your funding reports but the Authority will cap this value at the agreed rate for each provider.

34. For each of the aims above the following must also be used:

ILR Name	ILR code	Mandatory	Notes
SOF	118	Y	
FFI	1	Y	Fully Funded
DAM	023	Y	Required to prevent validation error
DAM	002	Y	Required for Procured AEB i.e. All ITP provision
DAM	0?!	Y	All aims associated with LOT 3 provision NOT care leavers
DAM	0*\$	Y	All aims associated with LOT 3 provision care leavers only
Completion	2	Y	Required to get full on-programme funding
Outcome	1	Y	Required to trigger achievement element

LOT 4 - Local integrated employability model (25+)

35. All LOT 4 learners must be an Authority resident, unemployed and aged 25+. If any [ESFA formula funded](#) learning aims are delivered under LOT 4 they must be coded as shown below:

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	35	Y	
FFI	1	Y	Fully funded
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
DAM	002	Y	Required for Procured AEB i.e. All ITP provision
DAM	0**	Y	All aims associated with LOT 4 provision

Claims for engagement, on-programme, outcome and key-worker support

36. Specific learning aims have been created for these claims as follows.

Aim Ref	Purpose	Other funding adjustment*
Z0009381	Used to identify & claim engagement	tbc
Z0009382	Used to identify & claim on-programme	tbc
Z0009383	Used to identify & claim key-worker support	tbc
Z0009384	Used to identify & claim outcome 1	tbc
Z0009385	Used to identify & claim outcome 2	tbc
Z0009386	Used to identify & claim outcome 3	tbc

*The funding adjustment will be agreed on a provider basis subject to award.

37. Due to disadvantage postcode uplift this value may be shown as a higher value in your funding reports but the Authority will cap this value at the agreed rate for each provider.

38. For each of the aims above the following must also be used:

ILR Name	ILR code	Mandatory	Notes
SOF	118	Y	
FFI	1	Y	Fully Funded
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
DAM	002	Y	Required for Procured AEB i.e. All ITP provision
DAM	0**	Y	All aims associated with LOT 4 provision
Completion	2	Y	Required to get full on-programme funding
Outcome	1	Y	Required to trigger achievement element