

Adult Education Funding

FUNDING AND PERFORMANCE MANAGEMENT RULES 2020/2021

(For the funding year 1 August 2020 to 31 July 2021)

This document sets out the funding rules that apply to all providers of education and training who receive adult education budget funding for learners residing in the West of England Combined Authority area.

Version 3 – 18/06/21

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Introduction and purpose of the document

1. This document sets out the West of England Combined Authority (WECA) adult education budget (AEB) funding rules for the 2020 to 2021 funding year (1 August 2020 to 31 July 2021). The rules apply to all providers of education and training who receive Adult Education Funding from the Secretary of State for Education acting through WECA for West of England Combined Authority residents.
2. We know that providers are working through exceptional circumstances due to Coronavirus (COVID-19). We may publish further updates about the impact of COVID-19 on our funding rules as these become clear. We will tell you about any changes directly. We would like to take this opportunity to thank you for your continued hard work in these difficult times.
3. Adult Education Funding aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programme's of learning to be made available, which may or may not require a qualification, to help eligible adult learners engage in learning, build confidence, and/or enhance their wellbeing.
4. These rules do not apply to apprenticeships, traineeships and advanced learner loans or to education and training services funded by the Education and Skills Funding Agency (ESFA) or the European Social Fund (ESF). The ESFA will continue to fund apprenticeships, traineeships and advanced learner loans for West of England Combined Authority learners – you can access these separate funding rules on the GOV.UK website.
5. This document forms part of the terms and conditions of funding and you must read them in conjunction with your funding agreement. You must operate within the terms and conditions of the funding agreement, these rules, and the [Individualised Learner Record \(ILR\) Specification](#). If you do not, you are in breach of your funding agreement with WECA.
6. All information, including any hyperlinks were correct when WECA published this document.
7. WECA reserves the right to make changes to these rules and will publish any updated policies and rules on the [Adult Education Budget website](#).

How this document can help you

8. We have divided this document into three sections that contain the general funding requirements, AEB specific funding rules and payment and performance management rules. Each section may include:
 - 8.1. the context of the rule in a box, and/or
 - 8.2. the rule itself as a numbered paragraph
9. We have included a glossary to explain technical terms.

Understanding the terminology

10. The term 'we' refers to The West of England Combined Authority (WECA).
11. When we refer to 'you' or 'providers', this includes Colleges, training organisations, Local Authorities and employers who receive funding from us to deliver adult education and training to West of England residents. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type.
12. We use the term 'funding agreement' to include: WECA Conditions of Funding and Grant Funding Agreement
13. We use the terms 'individual' and 'learner' to cover those whose provision is funded by us.
14. We use the term 'provision' or 'learning' to refer to all adult learning that we fund, whether it is a regulated qualification or other learning.
15. If we refer to qualifications, either 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).
16. 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.
17. If we refer to 'programmes' we mean a coherent package of adult learning which may include regulated qualifications, components of regulated qualifications or nonregulated learning with clearly stated aims supporting agreed outcomes.
18. We may refer to this document as 'funding rules' or 'the rules'

Contacting us

19. You can contact us via the following email address:
Adulthoodeducation@westofengland-ca.gov.uk.
You can also contact your WECA Relationship Manager.

Section 1 - General funding requirements

Principles of funding

20. These funding rules apply to all learners residing in West of England Combined Authority area starting new learning aims on or after 1 August 2020 and those learners who meet the criteria in sub-paragraph 26.
21. The West of England Combined Authority Adult Education Budget may only be utilised to support the delivery of Adult Education to West of England Combined Authority residents. It may not be used for any other purpose, this includes using WECA Adult Education Budget income to subsidise the delivery of other programmes.
22. We will continually review and monitor to confirm that the education and training you provide is delivering positive and agreed outcomes as detailed and agreed by WECA within your Curriculum and Delivery Plan 2020/21. We will also monitor your performance to ensure that the funding you received from WECA is delivering high quality provision for adults in the West of England and represents good value for money. Regular provider and WECA performance monitoring meetings will be completed throughout the funding agreement period and further detail of these performance monitoring meetings and evaluation activities are detailed within the [WECA 2020/21 Provider Performance Management Framework](#).
23. If we consider the funding of education and training you have provided is not delivering positive outcomes for adults in the West of England and/or the quality of provision is not to the required standard and/or where applicable is significantly more than the cost, we may reduce the amount of funding we pay after we have investigated the matter and offered you an opportunity to respond. Please see the [WECA Performance Management Framework 2020/21](#) for further information.

We will fund

24. Individuals resident in the West of England area undertaking WECA funded AEB
25. Continuing learners in the West of England area, who have not completed their learning by 31 July 2020, but started before 31 July 2020. We will not normally fund unplanned carry over learners in the current year where the provider has already received all the funding associated with the learner in 2019/20 as this would be classed as double funding. This applies up to the value of any protected payment in 2019/20. Once the value of the 2019/20 protected payment is exceeded carry-over learners would again be fundable.
26. To be funded by us, on the first day of learning a learner must be:
 - 26.1. Aged 19 or older on 31 August 2020 and [normally reside](#) at a location within the West of England. This refers to a person's primary residence is within the West of England region, rather than living in temporary accommodation for the duration of their course.
27. You must check the eligibility of the learner at the start of each adult learning aim, and only claim funding for eligible learners. The DfE's Data file for AEB devolution, showing the funding bodies responsible for funding each postcode in England to confirm if the learner is eligible.
<https://www.gov.uk/government/publications/adult-education-budget-aeb-postcode-files>
28. The age of the learner on 31 August in the funding year determines whether the learner is funded through the WECA's Adult Education Funding methodology. Learners aged 18 or below or learners aged 19-24 with an Education, Health and Care Plan (EHC), will continue to be funded by the ESFA's young people's funding methodology.
29. Where we refer to a learner's age being 19, this relates to the learner being aged 19 on the 31 August within the funding year they start a learning aim. For all other purposes, the age of the learner is at the start of each learning aim.
30. The eligibility of a learner is judged on their Actual Start Date (not the qualifying date for funding) of each learning aim undertaken. If the circumstances of a learner change between start dates of individual learning aims the learner's

eligibility may also change. You should therefore confirm eligibility for each individual learning aim undertaken.

31. Learners will be eligible for funding for the whole of the learning aim if they are eligible for funding at the start.
32. If an individual starts a learning aim and is not eligible for funding, we will not fund their learning.
33. You must not fund a learner who is unable to complete a learning aim in the time they have available. Any adult learner aged 19 or over must be able to achieve the learning aim or learning programme within the time they have available.
34. As WECA anticipates that providers will need to apply to WECA in order to continue to deliver adult education on our behalf in 2021/22, all learning funded in 2020/21 must have a planned end date in 2020/21. If, exceptionally, a learner does not complete their learning by their planned end date and continues into 2021/22 this will be funded under their 2020/21 Grant Funding Agreement until completion.

Residency eligibility

PLEASE NOTE: The section may be subject to change from the 1st of January 2021 at the end of the Transition Period following the UK's exit from the European Union on 31st January 2020.

EU students starting their courses in 2020/21 academic year will be eligible to AEB funding for their duration of their courses in England. A decision on 2021/22 and beyond will be made shortly.

WECA cannot guarantee Citizens of a country within the European Economic Area (EEA) will be eligible beyond this point. Residence in the UK, EU and EEA have specific definitions in education law, and the decision will be made by the Secretary of State for Education.

35. Providers must make sure an individual is eligible before claiming funding for them.
36. Providers should be focusing on priority learners and ensuring they are maximising the number of priority learners recruited. Priority learners include:
 - 36.1. Residents who have been either unemployed or economically inactive for 6 months or more.

- 36.2. Residents who are either unemployed or economically inactive, with prior attainment below full level 2.
- 36.3. Residents who are employed in jobs which are either low pay or at risk of redundancy, with prior attainment below full level 2.
37. Individuals will be eligible for WECA Adult Education Funding if the learning is taking place in England, and they:
- 37.1. are a normally resident within the West of England Combined Authority area;
- 37.2. are a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, or have settled status or the Right of Abode in the UK; and,
- 37.3. have been ordinarily resident in the EEA or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, for at least the previous three years on the first day of learning
38. The European Economic Area (EEA) includes all the countries and territories listed in Annex A.
39. The eligibility of individuals who do not meet the requirements in paragraph 37 is stated below.
40. Any learner or relevant family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office make a decision 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.
41. Therefore, a learner or relevant family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.
42. You can find further information on eligibility from the [UK Council for International Student Affairs](#).

43. 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, so this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

Non-EEA citizens

44. A non-EEA citizen is eligible for funding if they have permission granted by the UK government to live in the UK, which is not for educational purposes, and have been ordinarily resident in the UK for at least the previous 3 years before the start of learning.

Individuals with certain types of immigration status and their family members

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

- 45.1. Refugee Status
- 45.2. Discretionary Leave to Enter or Remain
- 45.3. Exceptional Leave to Enter or Remain
- 45.4. Indefinite Leave to Enter or Remain
- 45.5. Humanitarian protection
- 45.6. Leave Outside the Rules
- 45.7. Section 67 of the Immigration Act 2016 Leave
- 45.8. Calais leave to remain
- 45.9. The husband, wife, civil partner and child of any of the above in subparagraphs 45.1 to 45.8

Asylum Seekers

46. Asylum seekers are eligible to receive funding if:
- 46.1. 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
 - 46.2. are receiving Local Authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the Care Act 2014.
47. An individual who has been refused asylum will be eligible if:

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

Family members of EU and EEA nationals

PLEASE NOTE: The section may be subject to change from the 1st of January 2021 at the end of the Transition Period following the UK's exit from the European Union on 31st January 2020.

EU students starting their courses in 2020/21 academic year will be eligible to AEB funding for their duration of their courses in England. A decision on 2021/22 and beyond will be made shortly.

WECA cannot guarantee Citizens of a country within the European Economic Area (EEA) will be eligible beyond this point. Residence in the UK, EU and EEA have specific definitions in education law, and the decision will be made by the Secretary of State for Education.

48. In the explanations below, the 'principal' is the European Union (EU) or EEA national. The 'family' or 'family member' is the learner, and must be the husband, wife, civil partner, child, grandchild, dependent parent or grandparent of the 'principal.'
49. If the learner, who is a family member of an EEA national, has been ordinarily resident in the EEA for the three years prior to the start of their course, they are eligible for funding.
50. Table 1 shows the eligibility for family members if:
 - 50.1. the family member is now ordinarily resident in England, but has not been ordinarily resident in the EEA for at least the previous three years before the start of learning; or,
 - 50.2. a principal has been resident within the EEA for the last three years.

Table 1: Eligibility for Family Members

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

Children of Turkish Workers

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

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

Persons granted stateless leave

52. A person granted stateless leave is a person who:

- 52.1. 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,
- 52.2. has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave

53. A stateless person must:

- 53.1. be ordinarily resident in the UK on the first day of the first academic year of the course; and,

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

54. Certain family members are also eligible under this category:

54.1. the spouse or civil partner of a person granted stateless leave (and who was the spouse or civil partner of that person on the leave application date), who is ordinarily resident in the UK on the first day of the first academic year of the course, and who has been ordinarily resident in the UK and Islands throughout the 3 year period preceding the first day of the first academic year of the course; or

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

55. "Leave application date" means the date on which a person granted stateless leave made an application to remain in the UK as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)).

Individuals who are not eligible for funding

56. You must not claim funding from WECA 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:

56.1. those who are here without authority or lawful status;

56.2. those who are residents in other areas outside of the West of England Combined Authority as defined by their residential postcode.

56.3. those who are resident in the West of England Combined Authority on a Tier 4 (general) student visa unless they are eligible through meeting any other of the categories described above

56.4. non-EEA citizens who are in the UK on holiday, with or without a visa

- 56.5. non-EEA citizens who are a family member of a person granted a Tier 4 visa, who 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
- 56.6. those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

Learners in the armed forces

- 57. We will fund armed forces personnel, Ministry of Defence (MoD) personnel or civil and crown servants where they are residents within the West of England Combined Authority area. We will class members of the British armed forces on postings outside of the European Union (EU), including their family members, as ordinarily resident in the West of England.
- 58. Members of other nations' armed forces stationed in the West of England, and their family members, aged 19 and over, are eligible for funding if the armed forces individual has been ordinarily resident in England for three years. We will not fund family members that remain outside of the West of England.

Learners temporarily outside of England

- 59. If someone ordinarily resident in the West of England works outside of England as part of their job, they are eligible for funding as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England.

What we will not fund

- 60. You must make sure that learning is eligible for funding before the learner starts. [The ESFA Hub](#) contains details of eligible regulated qualifications, qualification components and non-regulated learning aims.
- 61. We will not fund a learner to repeat the same regulated qualification where they have previously achieved it unless it is for any GCSE where the learner has not achieved grade C, or level 4, or higher.
- 62. We will not fund any part of any learner's learning aim or programme that duplicates provision they have received from any other source.
- 63. WECA Adult Education Funding does not support provision that is ESF, advanced learner loans, apprenticeships or traineeships.

64. Due to the payment protection policy in 2019/20, we will not fund unplanned carry over learners in the current year where the provider has already received all the funding associated with the learner in 19/20 as this would be classed as double funding.

Fees and charging

65. You must not make compulsory charges relating to the direct costs of delivering a learning aim or learning programme to learners 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 achieve their learning.
66. 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.
67. When charging a fee to co-funded learners, the sum of the government contribution and the learner's fee must not exceed the fully funded weighted rate for the learning aim, and the learner should not have to pay more than 50% of the unweighted rate.

Collection of the co-funded element

68. Providers are expected to collect all of the potential co-funded fee income to which they are entitled. In exceptional circumstances they may opt to waive their right to collect fees from priority learners (for example where a genuine and evidenced inability to pay would prevent a learner from participating and thereby place them at significant disadvantage). Where this is the case the provider should maintain a record of all waived fee income and the justification for this on an individual learner level. The providers right to waive potential fee income is granted on condition that the loss of potential income does not have a detrimental impact on any provision delivered by the provider. The right to waive potential fee income relates exclusively to learners and does not extend to employers (see below)

Co-funded fee income in the workplace

69. Where, under new flexibilities introduced by WECA, a co-funded learning aim is undertaken by an employee a part of their employment, the co-funded fee should be paid by the employer and not by the employee. The right to waive potential fee income detailed above does not extend to co-funding fees for which the employer is liable.

70. The provider may however allow the employer to pay the required co-funding contribution ‘in-kind’ in the form of an equivalent volume of work experience placements.

| TOTAL CO-FUNDING CONTRIBUTION REQUIRED | DURATION OF COMMENSURATE WORK EXPERIENCE PLACEMENT | TOTAL CO-FUNDING CONTRIBUTION REQUIRED | DURATION OF COMMENSURATE WORK EXPERIENCE PLACEMENT |
|--|--|--|--|
| £1-£21 | 4 Hours | £151-£300 | 68 hours |
| £22-£35 | 6 Hours | £301-£450 | 92 hours |
| £35-£50 | 12 hours | £451-£600 | 100 hours |
| £51-£100 | 20 hours | £601-£724 | 196 hours |
| £101-£150 | 44 hours | £725-£1,265 | 292 hours |

71. For the co-funding requirement to be satisfied, the work experience placement must be both offered and utilised. The utilisation of the placement is not restricted to the provider offering the co-funded provision and may be utilised by any provider in support of WECA adult education provision. We will also consider utilisation by other programmes that support WECA residents on request.

Qualifying days for funding

72. 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. For further information, please refer to the WECA Adult Education Budget Funding Rates and Formula 2020/21 on the West of England Combined Authority website.
73. This does not apply where the learner achieves a learning aim. However, where a provider delivers a qualification a significantly lower number of guided learning hours than the minimum number of guided learning hours provided by Ofqual (detailed on the [ESFA hub](#)) the provider should consider the need to reduce the proportion of funding claimed and WECA is likely to investigate if this practice is occurring on a significant scale. If justified WECA may opt to either reduce or remove funding from the aims in question.

Recognition of prior learning

74. 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:
- 74.1. reduce the funding amount claimed for the learning aim by the percentage of learning and assessment the learner does not need
 - 74.2. follow the policies and procedures set by the awarding organisation for delivery and assessment of the qualification
75. We do not set limits on the length of time of either prior learning or previously certificated learning. However, where the individual's learning and/or achievement occurs outside of five years, you must assess whether the learning is still valid and relevant.
76. You must not use prior learning to reduce funding for English and Maths qualifications up to and including level 2.

Breaks in learning

77. You and the learner can agree to suspend learning while the learner takes a break from learning. This allows the learner to continue later with the same eligibility that applied when they first started their learning. Typical examples include; for economic reasons, long term sickness, COVID-19 self-isolation, maternity leave or religious trips.
78. Breaks in learning must not be used to 'suspend' learning where contact is lost, or the attendance or academic performance of the learner is poor.
79. We will not fund a learner during a break in learning.
80. 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 2020 to 2021](#).
81. You must have evidence that the learner agrees to return and continue with the same learning aim, otherwise you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

82. You must not use a break in learning for short-term absences, such as holidays or short-term illness.
83. All providers must plan their provision to ensure that all learning is completed within 2020/21. We will not accept any enrolment with a planned end date in 2021/22 or beyond; unless the provider has specific approval from WECA.
84. If, exceptionally, a learner does not complete their learning (or withdraw) in 2020/21, the provider will be expected to continue to support their learning until successful completion or withdrawal as part of their 2020/21 GFA and allocation.

Breaks in Learning attribute to coronavirus (COVID-19)

85. In line with paragraph 77 to 84 you and the learner can agree to suspend learning to enable the learner to take a break in learning where:
 - 85.1. 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
 - 85.2. 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
86. To record breaks in learning for coronavirus (COVID-19) reasons, you must:
 - 86.1. Include these learners in your ILR submissions
 - 86.2. Record the reasons, retain and submit evidence as set out in paragraph 80 to 81
 - 86.3. 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 direct impact of coronavirus (COVID-19)
 - 86.4. Not changed the current planned end date of the learning aim record
 - 86.5. Agree a new planned end date, when the learner returns, that must be assessed and recorded against the revised learning aim record.

Contracting

Staying on the Register of Training Organisations

Please note this section is subject to potential further amendments and clarifications. These changes are likely to be made in further iterations of this document.

87. In 2020/21, WECA will continue to utilise the ESFA's [Register of Training Organisations](#) (the Register) as the market entry point for organisations that intend to deliver adult learning programmes or operate in our supply chain as a subcontractor with an aggregated contract value of £100,000 or more across all sources of funding including WECA, ESFA, GLA and other MCAs.
88. We expect you and any subcontractors to continue to be listed on the Register. You must successfully complete the Register, refresh, and update your information when asked to do so. If you fail to update when asked, you must apply at the next opening. During this period, you and any subcontractors will not:
- 88.1. be listed on the Register
 - 88.2. If your organisation does not apply at the next opening of the Register, or you fail the application process, we will review your funding arrangements.

Subcontracting

Subcontracting Definition:

WECA considers the term 'subcontracting' to encompass all third-party arrangements you have with other providers where the provider is managing and delivering a proportion of your WECA Adult Education Funding award.

WECA define a subcontractor as a separate legal entity that has an agreement with you to deliver any provision that we fund for West of England residents. A separate legal entity includes any training provider with a UKPRN including those in your group and other associated companies.

The term 'subcontractor' will also apply to any partnership, associate, third party working relationships you have where your staff and/or provision is managed by another partner/ institution. WECA will consider all the above as a subcontracting arrangement and as such will require all relevant detail within your Curriculum and Delivery Plan 2020/21 for approval by WECA.

These arrangements must also be identified in the ILR using the Partner UKPRN Field. This type of partnership working will be reviewed at the relevant Provider Performance Meetings in terms of outcomes for learners and provider quality assurance activities.

From 2020-21 onwards, WECA will annually review subcontracting for all providers who subcontract any of their WECA Adult Education Funding. It will protect learners by looking for signs of non-compliance and checking with main providers that the rules are being followed.

It is vital that all directly funded organisations must properly monitor and control all subcontracted delivery. They must ensure that safeguarding is rigorously policed, that students enjoy the same entitlements as those learning in schools and colleges and that their education is of high quality.

Providers should set out in their organisation's strategic aims their reason for subcontracting, which must enhance the quality of their learner offer. Providers are responsible for the selection and actions of their subcontractors.

WECA expects that subcontracting concurs with the 'right curriculum reasons' i.e.

1. To enhance the opportunities available to WECA residents, communities and learners;
2. To fill gaps in niche or expert provision, or to provide better access to training facilities;
3. To support better geographical access for learners;
4. To offer an entry point for disadvantaged groups

We expect providers to maximise the amount of funding that reaches front line delivery of high-quality learning.

Please note that WECA intends to update its subcontracting policy in-year and this may not be the same as the new ESFA policy. We will clearly communicate any differences and any additional information describing our expectations of lead providers when they subcontract will be set out on our webpage: www.westofengland-ca.gov.uk/adult-education-budget. The rules will be revised to implement these expectations.

89. You must seek and secure formal approval from WECA before entering into any subcontracting delivery that relates to WECA funded adult education provision
90. You must take your own legal advice about whether, in subcontracting part of your service delivery, you are a contracting authority awarding a public contract as defined by of Public Contracts Regulations 2015. If you are, then you should

comply with the provisions of the 2015 Regulations. You must provide a synopsis of the legal advice for inspection by us on request.

91. Your governing body or board of directors and your accounting officer (senior responsible person) must agree your policy for delivery subcontracting. This policy must set out your reasons for subcontracting and that all your delivery subcontracting meets your strategic aims and enhances the quality of your learner offer. You must be able to confirm this by way of evidence, such as minutes of meetings and/or written sign-off. The minimum content for your policy for delivery subcontracting is set out in paragraph 98.
92. You must publish your policy for subcontracting delivery on your website.
93. You must not subcontract for delivery to meet short-term funding objectives.
94. You must only use subcontractors
 - 94.1. if you have the knowledge, skills and experience within your organisation to successfully procure, contract with and manage those subcontractors and can evidence this with the CVs of relevant staff
 - 94.2. who your governing body/board of directors and your accounting officer (senior responsible person) determine as being of high quality and low risk, and provide written evidence confirming this.
 - 94.3. if you have robust procedures in place to ensure subcontracting does not lead to the inadvertent funding of extremist organisations
 - 94.4. if before agreeing to use them you have described your reason for subcontracting, listed all services you will provide and the associated costs when doing so
95. You are responsible for the actions of your subcontractors connected to, or arising out of, the delivery of the services, which you subcontract.
96. A provider may be funded by WECA either directly as a prime provider or indirectly as a subcontractor. A provider may not be funded as both a prime provider and a subcontractor concurrently.
97. A provider accessing WECA adult education funds through subcontract may do so through a single prime provider only, we will not permit a single organisation to be funded through multiple primes.

Minimum content requirements for your policy for subcontracting

98. As a minimum, you must include the following in your policy for subcontracting:
- 98.1. your contribution to improving your and your subcontractor's quality of teaching and learning
 - 98.2. how you will identify the support required and associated costs for different subcontractors
 - 98.3. how and when you communicate and discuss your policy for subcontracting with potential subcontractors, or current ones for new learner starts
 - 98.4. for each subcontractor, how you will determine a detailed list of your specific costs for managing them, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor
 - 98.5. for each subcontractor, how you will determine each cost is reasonable and proportionate to delivery of their teaching or learning and how each cost contributes to delivering high quality learning
99. How you will ensure you describe to each subcontractor, before each subcontracting relationship is agreed:
- 99.1. your reason for subcontracting
 - 99.2. the services you will provide when subcontracting to them and the associated costs when doing so, including a list of specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor
 - 99.3. how each cost is reasonable and proportionate to delivery of the subcontracted teaching or learning and how each cost contributes to delivering high quality learning
100. Payment terms between you and your subcontractors; the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received
101. Timing for review of your policy for subcontracting
102. where you publish your policy for subcontracting

Selection and procurement of subcontracted provision

103. Your planned subcontracting provision must be set out and approved by WECA within your Curriculum and Delivery Plan. If you have not previously subcontracted provision we fund, you must update your Curriculum & Delivery

Plan and get our written approval before awarding a contract to a subcontractor and keep evidence of this. More information on subcontracting and seeking written approval is available on the [WECA Adult Education Budget website](#).

104. When appointing subcontractors, you must avoid conflicts of interest and you must:

104.1. write to us through your WECA Relationship Manager about any circumstances (for example, where you and your proposed subcontractor have common directors or ownership) which might lead to an actual or perceived conflict of interest and

104.2. not award the contract without our written permission and

104.3. keep as evidence both your request and our reply

105. You must carry out your own due diligence checks when appointing subcontractors and have both the process and the results available for inspection by us.

106. You must not use a subcontractor's presence on the Register of Training Organisations, or any other public register or database, as an indicator that they are suitable to deliver to your specific requirements.

107. You must not appoint any subcontractors with a contract value of £100,000 or greater for each funding year unless they are listed on the Register of Training Organisations first:

107.1. this also applies if the subcontract from you would take the total value of subcontracts that the subcontractor holds to deliver education and training funded by us through WECA funded AEB to £100,000 or more

107.2. we will restrict your future use of WECA funded AEB subcontractors if this occurs

108. You must obtain this information from each proposed subcontractor and also refer to the latest published list of declared subcontractors and the Register of Training Organisations. If you use a subcontractor who exceeds the £100,000 threshold and is not listed on the Register of Training Organisations, you must immediately end your subcontract with that organisation. This applies regardless of whether you were the provider whose contract took the subcontractor over the threshold

109. You must ensure that any subcontractor you appoint continues to meet the requirements of the Register of Training Organisations and that you provide them with all the necessary support.

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

- 110.1. Ofsted has rated your leadership and management as inadequate
- 110.2. the outcome of any financial health assessment WECA or the ESFA carry out is inadequate, unless WECA have provided written permission in advance

Entering into a subcontract

111. You must only award contracts for delivering WECA funded AEB provision to legal entities. If the legal entity is a registered company, it must be recorded as 'active' on the Companies House database.

112. You must not award a subcontract to any organisation if:

- 112.1. it has an above-average risk warning from a credit agency
- 112.2. it has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed
- 112.3. its statutory accounts are overdue

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

114. You must have a legally binding contract with each subcontractor that includes all the terms set out in paragraph 103 to 110.

115. You must have a contingency plan in place for learners in the event that:

- 115.1. you need to withdraw from a subcontract arrangement
- 115.2. a subcontractor withdraws from the arrangement

115.3. a subcontractor goes into liquidation or administration

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

116.1. monitor the subcontractor's activity

116.2. have control over your subcontractors

116.3. monitor the quality of education and training provided by subcontractors

117. You must obtain an annual report from an external auditor if the WECA funded AEB contracts with your subcontractors will exceed £100,000 in any one funding year.

117.1. the report must provide assurance on the arrangements to manage and control your subcontractors and

117.2. comply with any guidance issued by us.

118. You must also supply us with a certificate signed by the external auditor and an authorised signatory to confirm you have received a report that provides satisfactory assurance. We may ask you to provide a copy of the full report and any associated plan to implement the external auditor's recommendations.

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

119. You must make sure your subcontractors:

119.1. meet the requirements set out in these funding rules

119.2. provide you with ILR data so your data returns to us accurately reflect your subcontractor's delivery information

119.3. give us, and any other person nominated by us, access to their premises and all documents relating to WECA funded AEB provision

119.4. give you sufficient evidence to allow you to:

119.4.1. assess their performance against [Ofsted's Common Inspection Framework](#)

119.4.1.1. incorporate the evidence they provide into your self-assessment report

119.4.1.2. guide the judgements and grades within your self-assessment report

- 119.5. always have suitably qualified staff available to provide the education and training we fund through WECA funded AEB
- 119.6. co- operate with you to make sure there is continuity of learning if the subcontract ends for any reason
- 119.7. Tell you if evidence of any irregular financial or delivery activity arises; irregular activity could include, but is not limited to:
 - 119.7.1. non-delivery of training when funds have been paid
 - 119.7.2. sanctions imposed on the subcontractor by an awarding organisation
 - 119.7.3. an inadequate Ofsted grade
 - 119.7.4. complaints or allegations by learners, people working for the subcontractor or other relevant parties
 - 119.7.5. Allegations of fraud
- 119.8. are bound by European Social Fund (ESF) clauses from your funding agreement being then included in the subcontract, even if the provision being subcontracted is not funded by the ESF
- 119.9. do not use our funding to make bids for, or claims from, any European funding on their own behalf or on our behalf
- 119.10. do not use payments made as match funding for ESF co-financing projects

120.You must include in your contract with each subcontractor:

- 120.1. reference to your delivery subcontracting policy and where it can be found on your website
- 120.2. your reason for subcontracting with them
- 120.3. a list of all services you will provide to them and the associated costs for doing so. This must include a list of individually itemised, specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor
- 120.4. a description of how each specific cost is reasonable and proportionate to delivery of the subcontracted teaching or learning and how each cost contributes to delivering high quality learning

Monitoring of subcontracted provision

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

122. You must carry out a regular and substantial programme of quality-assurance checks on the education and training provided by subcontractors, including visits at short notice and face-to-face interviews with staff and learners. The programme must:

- 122.1. include whether the learners exist and are eligible
- 122.2. involve direct observation of initial guidance, assessment, and delivery of learning programmes

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

124. WECA expects the relationship between prime providers and their subcontractors to be strategic and sustainable in nature. WECA providers may not subcontract for short-term tactical purposes.

125. Prime providers should plan and pay for provision delivered by subcontractors in the same manner that WECA pays the prime (i.e. payment in advance of delivery against an agreed profile).

126. Prime providers may reconcile payments and allocations to subcontractors in-year and at year end if under-performance occurs, but we would otherwise expect the full original allocation to be honoured.

127. WECA providers may not enter new subcontracting arrangements with other directly funded WECA providers unless exceptional permission to do so is granted by WECA.

128. A subcontractor may not be funded by WECA by more than one prime.

Second-level subcontracting

129. You must not agree the use of any subcontractor where this would require you to deliver WECA funded AEB provision to a second level. All of your subcontractors must be contracted directly by you and you may have more than one subcontractor. The restriction on the level of subcontracting is in place to ensure:

- 129.1. that lead providers retain clear and transparent accountability for the quality of training provision;
- 129.2. that proper and appropriate controls are in place to manage the learner experience; and
- 129.3. that value for money is achieved by mitigating funding being utilised for multiple tiers of subcontractor management.

Distributing income between you and your subcontractors

130. You must review your subcontracting policy annually. This must be signed by your governing body or board of directors and your accounting officer.
131. You must publish your subcontracting policy on your website before entering into any subcontracting agreements for the 2019 to 2020 funding year.
132. Employers receiving WECA funded AEB funding must send their subcontracting policy to their WECA Relationship Manager. This information will be held on record and be available for requests under the [Freedom of Information Act](#).
133. As a minimum, you must include the following in your subcontracting policy:
- 133.1. your contribution to improving your and your subcontractor's quality of teaching and learning
 - 133.2. how you will identify the support required and associated costs for different subcontractors
 - 133.3. how and when you communicate and discuss your subcontracting policy with potential subcontractors, or current ones for new learner starts
 - 133.4. for each subcontractor, how you will determine a detailed list of your specific costs for managing them, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor.
 - 133.5. for each subcontractor, how you will determine each cost is reasonable and proportionate to delivery of their teaching or learning and how each cost contributes to delivering high quality learning.
 - 133.6. how you will ensure you describe to each subcontractor, before each subcontracting relationship is agreed:
 - 133.6.1. your reason for subcontracting
 - 133.6.2. the services you will provide when subcontracting to them and the associated costs when doing so, including a list of specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor.
 - 133.6.3. how each cost is reasonable and proportionate to delivery of the subcontracted teaching or learning and how each cost contributes to delivering high quality learning

133.7. payment terms between you and your subcontractors; the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received

133.8. timing for review of your subcontracting policy

133.9. where you publish your subcontracting policy

134. You must also tell us the actual level of funding paid and retained for each of your subcontractors in 2020 to 2021. You must email this information to your WECA Relationship Manager using a template which we will supply to you. We will let you know the date by when you must do this. We will publish the information on www.westofengland-ca.gov.uk/adult-education-budget/

135. You must include the following in your published WECA funded AEB subcontractor fees and charges:

135.1. name of each subcontractor

135.2. the UK Provider Reference Number (UKPRN) of each subcontractor

135.3. contract start and end date for each subcontractor

135.4. funding we have paid to you for WECA funded AEB delivery by each subcontractor in that funding year

135.5. funding you have paid to each subcontractor for WECA funded AEB delivery in that funding year

135.6. details of the funding you have retained in relation to each subcontractor's WECA funded AEB delivery for that funding year

135.7. if appropriate, funding each subcontractor has paid to you for services or support you have provided in connection with the subcontracted delivery

Match funding

136. WECA will not directly match fund any ESF projects with adult education budget funding. Providers may not utilise WECA Adult Education Funding as match funding for any source of funding without prior agreement from the WECA.

Evidence

137. You must hold evidence to assure us that you are using WECA Adult Education Funding appropriately. Most evidence will occur naturally from your normal business process.

138. You must make sure applications to WECA Adult Education Funding support your decision to claim WECA Adult Education Funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the 'Residency Eligibility' section.

139. 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

140. The evidence pack must contain evidence to support the WECA Adult Education Funding claimed and your WECA Monthly Claim Report must be available to us if we need it. All paper files for the evidence pack should also be available electronically.

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

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

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

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

145. If applicable, the evidence pack must confirm the following:

145.1. All information reported to the ESFA for West of England residents in the ILR and the WECA Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report for each learner

145.2. Your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided

145.3. All initial, basic skills and diagnostic assessments

145.4. Information on prior learning that affects the learning or WECA funding of any of the learning aims or programme

145.5. 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

145.6. A description of how you will deliver the learning and skills and how the learner will achieve

- 145.7. 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
 - 145.8. Support needs identified, including how you will meet these needs and the evidence of that-
 - 145.9. That learning is taking or has taken place and records are available
 - 145.10. A learner's self-declarations as to what state benefit, they claim
 - 145.11. A learner's self-declarations on their status relating to gaining a job
 - 145.12. All records and evidence of achievement of learning aims or learning programme. This must be available within three months of you reporting it in the ESFA ILR for West of England residents.
146. You must keep evidence that the learner is eligible for funding. 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.
147. If a subcontractor delivers any provision to the learner, it must clearly identify who it is. This must match the information reported to us in the ESFA ILR for West of England residents.

Confirmation and signatures

148. 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.
149. We accept electronic evidence, including electronic/digital signatures. Where evidence is electronic, you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.
150. 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:
- 150.1. 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.

150.2. 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.

151. 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.

152. 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

153. You can only claim WECA Adult Education Funding for learning when directly related to learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing or similar learning, other than within the context of specific learning aims that WECA has created to support the enhanced initial assessment of priority learners. Where such aims are utilised, it is expected that the level of initial assessment facilitated is offered in addition to the level that the provider would normally offer. The new learning aims may not be used to replace normal initial assessment that all providers are expected to undertake in relation to all learners.

154. 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.

155. 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.

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

157. Where the learning is certificated, you must follow your 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

158. You must report the learning actual end date in the ILR for a learner who leaves learning.
159. This must be recorded within 2 months of the last day that you can evidence, that the Learner took part in learning

Individualised Learner Record and the WECA Monthly Claim Report

160. You must submit a Monthly Claim Report to WECA in addition to your ILR return. The WECA Monthly Claim Form should be submitted directly to the WECA AEB Team 2 days after the ILR submission date each month.
161. You must accurately complete all ESFA ILR fields as [ILR specification, validation rules and appendices 2020 to 2021](#), even if they are not required for funding purposes.
162. The ESFA ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible West of England residents. You must not report inaccurate information that could result in an inflated claim for funding.
163. Devolved Area Monitoring (DAM) codes have been issued for the funding and policy changes WECA are implementing and an additional Technical Guidance Note will be made available to Providers. WECA will be monitoring use of all the DAM codes from the first data return, R01.
164. Performance will be measured using these codes and the Curriculum Delivery Profiles. There are 5 new DAM codes that relate to the 5 Categories of Adult Education:
- DAM 025 - Engagement Provision
 - DAM 028 - Employability Provision
 - DAM 029 - Foundation Skills for Work
 - DAM 030 - Intermediate / Higher Skills for Work
 - DAM 031 - Learning for Personal Development
165. These must align with the Delivery Profiles in your Curriculum & Delivery Plans. From R01 2020/21, one of these DAM codes MUST be recorded for every Learning Aim. The category is adult education is specific to a particular learner on a particular course. A learner doing several courses throughout the year may change category. Different learners doing the same course may be there for different reasons so in different categories. A learning aim that is not categorised will be considered to be an error and will therefore not generate funding for the purposes of performance monitoring and reconciliation.

166. 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.

167. All destinations and/or progression details are a mandatory requirement for West of England learners. Destination and progression must be detailed in the defined fields within the ESFA ILR and reported by the ILR within 2 months.

Self-declarations by learners

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

169. 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.

Section 2 – West of England Combined Authority Adult Education Budget

Provision and individuals, we fund

Aged 19 to 23

Legal Entitlement

170.If an individual meets the legal entitlements eligibility criteria, you must not charge them any course fees.

171.Eligible learners exercising their legal entitlement must be enrolled on qualifications that we have approved for funding through the relevant entitlement. For the funding year 2020 to 21, providers can find the qualifications we have approved in the [ESFA list of qualifications](#) approved for funding, for the following entitlement offers:

- 171.1.1. First full qualification at Level 2 and First Full qualification at Level 3.
- 171.1.2. 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
- 171.1.3. Digital skills qualifications

172.Learners progressing towards their first full level 2, must undertake learning at entry and/or level 1 only from local flexibility.

173.Learners who progressed to their first full level 2, must only enrol on a qualification from the [Qualification funding approval: funding year 2020 to 21 manual](#) set out in paragraph 171.

174.Learners who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [Qualification website](#) or [the Hub](#).

175.Eligible 19-year-old learners exercising their legal entitlement, can also access qualifications from the qualifications in the one-year skills offer for 18 – 19-year olds, for more information on eligibility criteria refer to paragraph 212 to 213

176.If a learner 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.

176.1. Please contact qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

177.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 one single additional full level 3 qualification, may access fully funding to undertake one single additional full level 3 qualification even if they already hold a fully level 3 qualification.

Please contact qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

WECA Entitlement

178.We will fund a single additional full level 3, if the learner has a prior attainment of a full level 3 qualification or below from the legal entitlement available on the [qualification website](#) or [the Hub](#). We will also fund a single additional level 3 qualification which is not full where the qualification forms part of the National Skills Fund Level 3 Offer list or the High Value Course list.

179.We will fund a level 2 for those who have already a full level 2 if they are unemployed or employed with a low wage.

180.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 not unemployed. The low wage flexibility may apply, refer to paragraph 207-209.

Aged 24 -49

Legal Entitlement

181.If an individual meets the legal entitlements eligibility criteria, you must not charge them any course fees.

182.Eligible learners exercising their legal entitlement must be enrolled on qualifications that we have approved for funding through the relevant entitlement. For the funding year 2020 to 21, providers can find the qualifications we have approved in the [ESFA list of qualifications](#) approved for funding, for the following entitlement offers:

182.1.1. English and maths, up to and including level 2, for individuals who have not previously attained a GCSE grade A* - C or grade 4, or higher; and/or

182.1.2. Digital skills qualifications

183.Learners who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [Qualification website](#) or [the Hub](#).

184.Learners will now be able to access fully-funded Level 3 provision from the list of qualifications available through National Skills Fund, see further details in paragraph 214-217.

185.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 one single additional full level 3 qualification, may access fully funding to undertake one single additional full level 3 qualification even if they already hold a fully level 3 qualification.

185.1. Please contact qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

From 1st April 2021 the legal entitlements will also include:

186.First full qualification at level 3 for individuals aged 25 and above (choice of full level 3 qualification restricted to a [list of eligible qualifications approved by government](#))

WECA Entitlement

187.We will fully fund individuals on the day they start provision up to, and including, a level 2, if they are unemployed or employed with a low wage, set out in paragraphs 204 to 209.

188.We will fully fund residents aged 24 to 25-year-old, a one additional level 3 for learners with prior attainment at Level 3 or under.

189.We will co-fund all other learners for provision up to, and including, a level 2. Where learners are employed the low wage flexibility may apply, refer to paragraph 207-209.

Aged 50+

Legal Entitlement

190.If an individual meets the legal entitlements eligibility criteria, you must not charge them any course fees.

191. Eligible learners exercising their legal entitlement must be enrolled on qualifications that we have approved for funding through the relevant entitlement. For the funding year 2020 to 21, providers can find the qualifications we have approved in the [ESFA list of qualifications](#) approved for funding, for the following entitlement offers:

- 191.1.1. English and maths, up to and including level 2, for individuals who have not previously attained a GCSE grade A* - C or grade 4, or higher; and/or
- 191.1.2. Digital skills qualifications

192. Learners who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [Qualification website](#) or [the Hub](#).

193. If a learner who has achieved a level 2 qualification that was, at the time they started, or still is, classed as a full level 2, any one single additional full level 2 qualifications will be fully funded.

194. If a learner who 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 one single additional full level 3 qualification, may access fully funding to undertake one single additional full level 3 qualification even if they already hold a fully level 3 qualification.

Please contact qualifications.esfa@education.gov.uk if you need advice on a previous qualification's designation.

From 1st April 2021 the legal entitlements will also include:

195. First full qualification at level 3 for individuals aged 25 and above (choice of full level 3 qualification restricted to a [list of eligible qualifications approved by government](#))

WECA Entitlement

196. We will fully fund individuals on the day they start provision up to, and including, a level 2, if they are unemployed or employed with a low wage, set out in paragraphs 204 to 209.

197. We will fully fund an individual a single additional Full Level 2 for learners who have a prior attainment of a full level 2 or below from the legal entitlement available on the [qualification website](#) or [the Hub](#). We will also fund a single

additional qualification at level 2 which is not full if the qualification forms part of the High Value Course list.

198. We will fully fund an individual a single additional Full Level 3 for learners who have a prior attainment of a full level 3 or below from the legal entitlement available on the [qualification website](#) or [the Hub](#).

199. We will co-fund all other learners for provision up to, and including, a level 2. Where learners are employed the low wage flexibility may apply, refer to paragraph 207-209.

Work Experience and Work Tasters

200. Under reforms introduced by WECA both Work Experience Placements and Work Tasters will be directly fundable elements of adult education provision from 2020/21

201. To access funding providers should use one of the specific learning aim references created by WECA to record this provision in the ILR which details can be seen in the below.

| LAR Class code | Learning Aim Title |
|----------------|--|
| Z0009121 | Work Experience / Work Placement (3-4 hours) |
| Z0009122 | Work Experience / Work Placement (5-6 hours) |
| Z0009123 | Work Experience / Work Placement (7-12 hours) |
| Z0009124 | Work Experience / Work Placement (13-20 hours) |
| Z0009125 | Work Experience / Work Placement (21-44 hours) |
| Z0009126 | Work Experience / Work Placement (45-68 hours) |
| Z0009127 | Work Experience / Work Placement (69-92 hours) |
| Z0009128 | Work Experience / Work Placement (93-100 hours) |
| Z0009129 | Work Experience / Work Placement (101-196 hours) |
| Z0009130 | Work Experience / Work Placement (197-292 hours) |

202 Providers are encouraged to incorporate Work Experience into all employability programmes for residents who have little or no recent and / or good work experience

WECA contribution table

2023. Please note the table is currently under review and does not contain the new growth funding provision and full WECA flexibilities. Definitions can be found in [paragraph 204](#).

Tables showing WECA Adult Funding Qualifications and Entitlements (with contributions)

| <u>Age 19-23</u> | Fully funded: for all learners | Fully funded: for learners without a Full L2 | Fully funded: for learners that are unemployed or have a low wage (with any qualification level) | Fully funded: for learners without a Full L3 | Fully funded: for learners with a Full L3 as their highest qualification | Co funded: for learners not meeting the fully funded criteria | Not funded |
|---------------------|---------------------------------------|--|---|--|--|--|--|
| Entry level | English, Maths & Essential Digital | All courses | All courses | NA | No | ESOL | Courses not on entitlement |
| Level 1 | English, Maths & Essential Digital | All courses | All courses | NA | No | ESOL | Courses not on entitlement |
| Level 2 | English, Maths | Only if part of a full level 2 programme | All courses | NA | No | ESOL | Qualifications or combinations of qualifications which do not result in the attainment of full level 2 on completion. |
| Full Level 2 | NA | Courses on entitlement list | Courses on entitlement list | NA | No | No | Courses not on entitlement |
| Level 3 | NA | NA | NA | NA | No | No | Courses not on NSF offer |
| Full Level 3 | NA | Courses on entitlement list | NA | courses on entitlement list | WECA entitlement list | No | Courses not on entitlement |

Key:

NA = Not funded within this category specifically, but learner may be eligible if they satisfy the criteria in other categories

| <u>Age 24-49</u> | Fully funded: for all learners | Fully funded: for learners that are unemployed or have a low wage (with any qualification level) | Fully funded: for learners without a Full L3 | Fully funded: for learners with a Full L3 as their highest qualification | Co funded: for learners without a Full L2 | Co funded: for learners not meeting the fully funded criteria | Not funded |
|--|------------------------------------|---|---|--|---|--|---|
| Entry level | English, Maths & Essential Digital | All courses | NA | No | All courses | ESOL | NA |
| Level 1 | English, Maths & Essential Digital | All courses | NA | No | All courses | ESOL | NA |
| Level 2 | English, Maths | All courses | NA | No | All courses | ESOL | Qualifications or combinations of qualifications which do not result in the attainment of full level 2 on completion. |
| Full Level 2 | NA | If no Full L2 - courses on entitlement list | NA | No | Courses on entitlement list | Courses on entitlement list | Courses not on entitlement |
| Level 3 | NA | NA | NSF Targeted L3 | No | NA | NA | Courses not on NSF offer |
| Full Level 3 | NA | NA | WECA entitlement list (if aged 24-25) & NSF Targeted L3 | WECA entitlement list (if aged 24-25) | NA | NA | Courses not on entitlement |
| Key: *Work experience fully funded for all in Employability, Targeted CEIAG & Initial Assessment for Engagement, Employability, Low Wage NA = Not funded within this category specifically, but learner may be eligible if they satisfy the criteria in other categories | | | | | | | |

| <u>Age 50+</u> | Fully funded: for all learners | Fully funded: for learners that are unemployed or have a low wage (with any qualification level) | Fully funded: for learners without a Full L3 | Fully funded: for learners with a Full L3 as their highest qualification | Co funded: for learners without a Full L2 | Co funded: for learners not meeting the fully funded criteria | Not funded |
|--|--|---|---|--|---|--|---|
| Entry level | English, Maths & Essential Digital | All courses | NA | No | All courses | ESOL | NA |
| Level 1 | English, Maths & Essential Digital | All courses | NA | No | All courses | ESOL | NA |
| Level 2 | English, Maths | all courses | NA | No | All courses | ESOL | Qualifications or combinations of qualifications which do not result in the attainment of full level 2 on completion. |
| Full Level 2 | If Full L2 or below - single additional from WECA entitlement list | If no Full L2 - courses on entitlement list | NA | No | Courses on entitlement list | courses on entitlement list | Courses not on entitlement |
| Level 3 | NA | NA | NSF Targeted L3 | No | NA | NA | Courses not on NSF offer |
| Full Level 3 | NA | NA | WECA entitlement list (if aged 24-25) & NSF Targeted L3 | WECA entitlement list (if aged 24-25) | NA | NA | Courses not on entitlement |
| Key: *Work experience fully funded for all in Employability, Targeted CEIAG & Initial Assessment for Engagement, Employability, Low Wage NA = Not funded within this category specifically, but learner may be eligible if they satisfy the criteria in other categories | | | | | | | |

Definitions used in the adult education budget

Unemployed

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

- 204.1. They receive Universal Credit, and their take-home pay as record on their Universal Credit statement (disregarding benefits) is less than £338 a month (learner is sole adult in their benefit claim) or £541 a month (learner has a joint benefit claim with their partner)
- 204.2. They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- 204.3. They receive Employment and Support Allowance (ESA)
- 204.4. They are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice.

205. Providers may also use their discretion to fully fund other learners if both of the following apply. The learner:

- 205.1. receives other state benefits (not listed in paragraph 204) and their take-home pay (disregarding benefits) is less than £338 a month (learner is sole adult in their benefit claim) or £541 a month (learner has a joint benefit claim with their partner), and
- 205.2. wants to be employed, or progress into more sustainable employment, and their take-home pay (disregarding benefits) is less than £338 a month (learner is sole adult in their benefit claim) or £541 a month (learner has a joint benefit claim with their partner), and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs

Long term unemployed and low qualified

206. For funding purposes, we define a learner as long term unemployed and low qualified if one or more of the following apply:

- 206.1. Residents who have been either unemployed or economically inactive for 6 months or more.
- 206.2. Residents who are either unemployed or economically inactive, with prior attainment below full level 2.
- 206.3. Residents who are employed in jobs which are either low pay or at risk of redundancy, with prior attainment below full level 2.

Learners in receipt of low wage

207. You may fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 2. You must be satisfied the learner is both:

- 207.1. is eligible for co-funding; and,
- 207.2. earns less than £18,525.00 annual gross salary.

208. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a Universal Credit statement within 3 months of the learner's learning start date, or a current employment contract, which states gross monthly/annual wages. Please note this is not an exhaustive list but must support your decision to award full funding to an individual who would normally be eligible for co-funding.

209. You must use the appropriate Devolved Area Monitoring (DAM) code DAM010 and DAM023 as well as Fully Funded Indicator FF1 code 1 to claim full funding for learners who meet the requirements set out in paragraph 207.

Full Level 2

210. Level 2 is the level of attainment which is demonstrated by a:

- 210.1. a General Certificate of Secondary Education (GCSE) in five subjects, each at grade 4 (C) or above, or
- 210.2. a Technical Certificate at level 2 which meets the requirements for the 2018, 2019, 2020, 2021 and 2022 16 to 19 performance tables
- 210.3. certain Technical Certificates in the 2017 16 to 19 performance tables

Full Level 3

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

- 211.1. General Certificate of Education at the advanced level in 2 subjects
- 211.2. General Certificate of Education at the AS level in four subjects
- 211.3. QAA Access to Higher Education (HE) Diploma at level 3
- 211.4. Technical level, or applied general qualification at level 3, which meets the requirements for the 2018, 2019, 2020, 2021 and 2022 16 to 19 performance tables
- 211.5. certain Technical level, or applied general qualification in the 2017 16 to 19 performance tables

Sector-based work academy programme (SWAP)

The [sector-based work academy programme \(SWAP\)](#) is designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to 6 weeks and has 3 main components:

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

The scheme runs in England (and Scotland). Participants remain on benefits throughout their placement.

Only the pre-employment training element in England can be funded through AEB local flexibility, and normally lasts 2-3 weeks. Jobcentre Plus fund the other components and will pay any travel and childcare costs whilst claimants are on the work experience placement.

212. 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 AEB funded pre-employment training.

213. To claim full funding for claimant referred to SWAP pre-employment training you must use LDM code 375 and complete the Benefit Status Indicator (BSI) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

High value courses for school and college leavers: a one-year skills offer for 19-year-olds

As part of the government response a one-year high value courses skills offer has been developed to support school and college leavers who are at higher risk of becoming not in education, employment or training (NEET) because of Coronavirus (COVID-19).

The one-year offer includes:

- level 2 and level 3 qualifications to support the needs of industrial strategy linked to higher wage returns
- support funding in line with paragraphs 292 to 297
- an uplift payable whilst the learner is in learning, following the earnings methodology set out in the [Adult Education Budget funding rates and formula 2020 to 2021](#)
- an increased job-outcome payment payable if learners leave early to enter employment

Please note only level 2 and level 3 qualifications on the [Qualifications in the one year skills offer for 19 year olds](#) will attract the uplift and increased job-outcome payment. This includes for those 19-year olds undertaking a qualification from this list which is also included on the 19 to 23-year-old legal entitlement list, refer to paragraphs 171.

We fund the one year skills offer for 19 year olds through the ESFA's [AEB funding methodology](#). The rules that apply to 19-year olds are set out in the following section.

214. We will fully fund individuals as part of this offer where they;

- 214.1. are aged 19 on 31 August within the 2020 to 2021 funding year
- 214.2. enrol on one level 2 or level 3 qualification on the one-year skills offer for 18/19-year olds
- 214.3. already hold a level 2 or level 3 qualification or this is their first level 2 or level 3 qualification

215. You must not claim for WECA AEB funding where learners are already being funded through an Advanced Learner Loan (ALL) for qualifications that are in the 19-year-olds offer. The criteria for ALL can be found in the [ALL funding rules 2020 to 2021](#).

216. You must:

- 216.1. use LDM code 376 and FFI code 1 to claim full funding for learners who meet the requirements set out in paragraph 215.

- 216.2. record in the evidence
- 216.3. a self-declaration from the learner that they have been unable to secure employment prior to enrolment
- 216.4. a declaration that you are unable to offer alternative work-based learning opportunities at the point of enrolment

National Skills Fund – Level 3 adult offer

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. In particular, adults aged 24+ will now be able to access fully-funded Level 3 provision from the list of [qualifications available through this offer](#)
- Support funding in line with paragraphs 292 to 297

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.

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).

Please note this policy is subject to potential further amendments and clarifications

217. We will fully fund individuals as part of this offer where they:

- 217.1. Are aged 19 or above on 31 August within the 2020 to 2021 funding year
- 217.2. Have not achieved a full level 3 qualification, or above, which meets the requirements set out in paragraph 211.

217.3. Enrol on the level 3 adult offer qualifications approved for funding with effect from 1 April 2021.

218. You must not claim for WECA AEB funding where learners are already being funded through an ALL for qualifications that are in the level 3 adult offer. The criteria for ALL can be found in the [ALL funding rules 2020 to 2021](#).

219. You must:

219.1. Use LDM code 378 and FFI code 1 to claim for funding for learning who meet the requirements set out in paragraph 217.

220. In addition to funding the main learning aim, each eligible qualification will attract a funding uplift:

220.1. £600 for qualifications of 360 guided learning hours (GLH) and above

220.2. £150 for qualifications of 359 GLH and below

221. The uplifts will be available on the following basis:

For 24+ learners:

221.1. The uplift will apply to all qualifications on the Level 3 Adult Offer list and will be funded from the ringfenced funding outlined later in providers contract.

For 19-23 learners:

221.2. If the learner is studying for a qualification that is included in both the Level 3 Adult Offer and the 19-23 Level 3 legal entitlement, the qualification will attract the per-qualification uplift. However, this will be funded from your Devolved AEB (i.e. not from this ringfenced grant for the Level 3 Adult Offer) – additional funding for this has been included in your Devolved AEB allocations.

221.3. If the learner is studying for a qualification on the Level 3 Adult Offer list that is not included in the 19-23 Level 3 entitlement, then the funding for the course and the uplift will come from the ringfenced funding outlined in providers contract.

Approved qualifications

222. Where you deliver regulated qualifications and/or their components, you must ensure they are eligible for WECA Adult Education Funding as indicated on [the Hub](#).

223. Where you deliver approved qualifications and / or their components you must ensure that learners are registered for the qualifications and / or component in

line with the awarding policies and procedures. You must not 'pre-register' students a significant period in advance of the learner starting the qualification. You also should not register learners a significant time after their learning has commenced.

224. Certain qualifications that meet statutory employer requirements or a licence to practise are eligible for unemployed learners that meet criteria in paragraph 204.

Licence to practise and/or standalone qualifications

225. obtain a licence that confirms the licence holder meets prescribed standards of competence. This includes situations where it is unlawful to carry out a specified range of activities for pay without first having obtained a licence.

226. Certain qualifications that meet statutory employer requirements or a licence to practise are eligible for unemployed learners.

227. These qualifications are:

- 227.1. forklift truck, food hygiene and health and safety
- 227.2. security guarding, door supervision and CCTV operations (public space surveillance), needed to obtain a Security Industry Authority (SIA) licence

228. These qualifications are shown in [the Hub](#) under the 'Standalone and Licence to Practise' category.

229. We will only fund the security qualifications if one of the following commits to funding the SIA licence, which allows the learner to enter a job:

- 229.1. a local employer
- 229.2. individual
- 229.3. work programme provider
- 229.4. Jobcentre Plus

230. Examples of qualifications, courses and licences which do not fall within this rule and may not be supported through your adult education allocation include:

- 230.1. CSCS Cards
- 230.2. Driving Licences

231. You can find more information about these qualifications in the ESFA Qualification Eligibility Principles document on the GOV.UK website.

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

233.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 individual will be deemed to have achieved their first level 2 and/or level 3 qualification.

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

Non-regulated learning

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

235.1. independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work

235.2. locally-commissioned and/or locally-developed basic knowledge and skills needed to access technical qualifications

235.3. employability and labour market re-entry

235.4. locally-commissioned and/or locally-devised technical education short courses (also known as taster sessions)

235.5. community learning courses

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

236.1. It must not be provision linked to UK visa requirements

236.2. It must not be provision linked to statutory employer requirements (including a licence to practise) unless there is an agreed concession in place

236.3. It must not be vendor-specific provision, linked to a particular employer or commercial system

236.4. It must not be learning, for example, 'induction to college', that should be part of a learner's experience

236.5. It must not be a non-regulated version of a regulated qualification

236.6. It must not be above notional level 2 (that is, at notional levels 3 or 4)

236.7. At notional level 2 it must focus on technical provision

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

238. It is the intention of WECA to use the RARPA model to monitor, review and measure the quality and outcomes from non-regulated provision in 2020/21. Non-regulated learning should have clear achievement aims for the learners and identified progression outcomes prior to commencement of learning.

Learning in the workplace

239. We will fund learning in the workplace where a learner is entitled to full funding under the National or WECA entitlements. Where learners may not be supported within WECA AEB, they may be able to undertake the learning via an advanced learner loan

240. We will co-fund learning within the workplace where a learner is entitled to co-funding.

241. When the learning is available on a co-funded basis the fee must be paid by the employer rather than the learner. The provider may accept payment in the form of a commensurate volume of work experience opportunities (which should be shared across all WECA providers if the original provider is unable to make efficient use of them).

| TOTAL CO-FUNDING CONTRIBUTION REQUIRED | DURATION OF COMMENSURATE WORK EXPERIENCE PLACEMENT | TOTAL CO-FUNDING CONTRIBUTION REQUIRED | DURATION OF COMMENSURATE WORK EXPERIENCE PLACEMENT |
|--|--|--|--|
| £1-£21 | 4 Hours | £151-£300 | 68 hours |
| £22-£35 | 6 Hours | £301-£450 | 92 hours |
| £35-£50 | 12 hours | £451-£600 | 100 hours |
| £51-£100 | 20 hours | £601-£724 | 196 hours |
| £101-£150 | 44 hours | £725-£1,265 | 292 hours |

242. The employer will be paid once the Work Experience Opportunity has been utilised.

243. The priority for utilisation is as follows:

243.1. Utilised by the provider delivering the co-funded aim in support of WECA Adult Education Provision

243.2. Utilised by another provider in support of WECA funded Adult Education Provision

243.3. Utilised by the provider delivering the co-funded aim in support of other provision that benefits WECA residents (e.g. traineeships, Careers Hub, Future Bright, Work Force for The Future)

243.4. Utilised by another provider in support of WECA residents

244. The employer contribution through Work Experience Opportunity will not be paid if the individual benefitting from the Work Experience Opportunity is not a WECA resident.

What we will not fund

245. We will not fund:

245.1. qualifications, units or learning aims that are not listed on [the Hub](#) or on the legal entitlement lists.

245.2. provision to learners in custody - the Ministry of Justice funds prison education in England. Please note you can use your WECA funded AEB to fund individuals released on temporary licence.

245.3. end-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification

245.4. any part of learner learning aim or programme that duplicates provision they have received from any other source

245.5. training through WECA funded AEB, where a learner is undertaking or planning to undertake an apprenticeship and where that training will;

166.5.1 replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths

166.5.2 offer career related training that conflicts with the apprenticeship aims

166.5.3 be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to

245.6. a learner to repeat the same regulated qualification where they have previously achieved it, unless it is for any GCSE where the learner has not achieved grade 4 (C), or higher

245.7. a learner to sit or resit a learning aim assessment or examination where no extra learning takes place

English and Maths for those aged 19 or older

246.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.

247.You must not enrol individuals on qualifications, which are not necessary for progressing towards a GCSE or Functional Skill level 2. You must not enrol individuals on entry level when a combination of priori attainment, diagnostic testing and initial assessment indicates that the learner is already capable of enrolling and achieving at a higher level.

248.You must not fund an apprentice or trainee for English or Maths from the WECA AEB.

249.We will fully fund non-regulated English and Maths learning for learners, 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 provision identified in paragraph 261-262.

250.You must:

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

250.2. 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

250.3. enrol the learner on a level above that at which they were assessed and be able to provide evidence of this

250.4. deliver ongoing assessment to support learning

250.5. record the evidence of all assessment outcomes in the evidence pack

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

Digital Skills for those aged 19 and over

252. We will fully fund non-regulated learning for learners, including those assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake provision identified in the paragraph above (249).

253. You must:

253.1. carry out an initial assessment using current assessment tools based on the national standards for essential digital skills

253.2. carry out an appropriate diagnostic assessment to inform and structure a learner's learner file to use as a basis for a programme of study

253.3. enroll 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

253.4. deliver ongoing assessment to support learning

253.5. record the evidence of all assessment outcomes in the evidence pack

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

English for Speakers of Other Languages (ESOL)

254. We will fully fund individuals aged 19 and over on the day they start their ESOL learning aim where they are unemployed, set out in paragraphs 204 and 205.

255. We will co-fund all other individuals aged 19 and over on the day they start their ESOL learning aim. Where learners are employed the low wage flexibility may apply, refer to paragraphs 207-209.

256. We will fund ESOL learning up to and including level 2.

257. Providers offering ESOL qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. You can access information on this in the [WECA Adult Education Funding Rates and Formula 2020 to 2021](#).

Learners with learning difficulties or disabilities

258. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, and Children and Learning Act 2009, section 111.

259. The WECA has the responsibility for securing the provision of reasonable facilities for education and training suitable to the requirements of persons who are 19 and over. This includes learners with an identified learning difficulty or disability who have previously had an Education, Health and Care Plan (EHCP) and have reached the age of 25.

260. The ESFA's young people's funding methodology will apply to learners aged 19 to 24, who have an Education, Health and Care Plan (EHCP) and require provision and support costs are funded by the ESFA. You can access the ESFA's young people's funding methodology on the [GOV.UK website](#).

261. To access provision and support costs you must inform us before the start of the 2020 to 2021 funding year where a learner:

261.1. has reached the age of 25 and has not completed their programme of learning as set out in their EHCP by the end of the previous funding year, or

261.2. will reach the age of 25 in the funding year, where their EHCP is not extended by their local authority to allow them to complete their programme of learning.

262. The learner must:

262.1. have an EHCP that confirms their needs could only be met by the training organisation they are, or were, attending; and,

262.2. continue to make progress on the programme of learning as set out in their EHCP.

263.If a learner has an EHCP, you must report this in the ‘Learner funding and monitoring’ fields in the ILR.

264.We will not fund learners whose EHCP 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.

Community Learning

This section only applies to providers with a non-formula community learning allocation included their funding agreement.

The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

1. Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - a. improved confidence and willingness to engage in learning
 - b. acquisition of skills preparing people for training, employment or self-employment
 - c. improved digital, financial literacy and/or communication skills
 - d. parents/carers better equipped to support and encourage their children's learning
 - e. improved/maintained health and/or social well-being
4. Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
 - a. increased volunteering, civic engagement and social integration - reduced costs on welfare, health and anti-social behaviour
 - b. increased online learning and self-organised learning
 - c. the lives of our most troubled families being turned around
5. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - a. bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - b. using effective local partnerships to bring together key providers and relevant local agencies and services
 - c. devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - d. 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
 - e. supporting the wide use of online information and learning resources minimising overheads, bureaucracy & administration
6. WECA expects providers accessing community learning funding to engage with smaller community-based organisations and partly deliver adult education provision through them in

order to widen participation (especially amongst under-represented groups) and both develop the capacity and enhance the resilience of the community-based organisation.

7. Directly engage with disadvantaged communities (either geographic or communities of interest) to establish a robust understanding of the specific barriers that prevent residents from engaging in learning and / or progressing into employment.
8. Work directly with disadvantaged residents to promote and incentivise their reengagement and recruit them onto appropriate adult education provision.

Non-formula community learning funding

265. The funding allocated to support non-formula funded community learning provision is included within your overall WECA Adult Education Funding Allocation. We expect the proportion of your WECA Adult Education Funding Allocation that is utilised in support of non-formula funded community learning to fall in line with the balance proposed in your Curriculum and Delivery Profile any changes should be formally approved with WECA through an updated WECA Adult Education Funding C&DP Profile.

266. Although we expect delivery to fall broadly in line with the proposal set out in your Curriculum and Delivery Plan, we will consider proposals to either increase or decrease the proportion of your WECA Adult Education Funding Allocation utilised in support of non-formula funding community learning. If you wish to make such a change, please discuss and agree this with your Relationship Manager.

267. Providers are expected to work together to ensure that this flexibility is utilised in a collaborative and coordinated manner. Providers should not all focus on a single community where a single provider may secure intelligence and engage learners on behalf of all. Equally, a resident engaged by one provider may be best supported by provision offered by another. Providers are asked to come forward with joint proposals that ensure the effective deployment of flexibility and associated resource.

268. Flexible utilisation of Community Learning relates to the following groups of priority resident:

- 268.1. Residents who have been either unemployed or economically inactive for 6 months or more;
- 268.2. Residents who have been either unemployed or economically inactive and their prior attainment fall below a full level 2;

- 268.3. Residents who are employed in jobs which are either low pay or at risk of redundancy and their prior attainment falls below full level 2.
269. WECA reserves the right to reconcile any funds that are transferred into Learner Support or Community Learning which are not fully utilised.
270. You must 'attribute costs' for eligible learners; this should include the cost of delivering learning and any support costs, in line with learner and learning support paragraphs. You must record these costs in the learner's learning plan.
271. You have the flexibility to use WECA Adult Education Funding in line with the AEB formula-funded methodology (funding model 35), to meet local demand.
272. You can use WECA Adult Education Funding to deliver non-regulated provision that may be similar to community learning, and/or regulated qualifications to meet local demand. If you do, you must
- 272.1. follow the WECA Adult Education Funding formula-funded methodology and submit ILR data under fund model 35
 - 272.2. enrol learners following the Adult Education Funding eligibility requirements; you must not use your community learning local fee remission policy
273. You can support learners aged under 19 if they meet both of the following, they are:
- 273.1. a parent, carer or guardian attending a wider family learning or family, English, maths or language course
 - 273.2. funded through non-formula community learning using funding model 10 in the funding model field (refer to ILR guidance for more information)
274. You must not use non-formula community learning funding for learning that is eligible for funding through an advanced learner loan.
275. When considering distributing your allocation flexibly across the various funding lines within the Adult Education Budget (such as adult skills, community learning and learners support), the following restrictions will apply:
- 275.1. The proposed use of funds must represent good value for money.
 - 275.2. When providers are not already delivering through Community Learning Methodology for WECA, any proposed utilisation of the funding

method may only be used in line with the restrictions set out in WECA recent 'mitigating under-performance' guidance, including:

- 275.2.1. It is utilised on a strictly not-for-profit basis in line with actual evidenced eligible costs
- 275.2.2. It is not utilised in support of purposes that do not fall within the WECA Community Learning Objectives 2020/21
- 275.2.3. It is exclusively utilised in support of WECA Engagement, Employability and Foundation Skills for Work categories of adult education (and within Foundation Skills for Work utilisation should exclusively focus on individuals who are either recruited under the low wage pilot or have prior attainment below full level 2

275.3. The Community Learning Methodology may not be used in support of the following growth priorities which must be supported by Adult Skill funding:

- 275.3.1. Sector Based Work Academies
- 275.3.2. WECA Recruitment Pipeline
- 275.3.3. Targeted Level 3 Entitlement

Pound Plus and local fee remission policy

276.**Pound Plus** - the 'Pound' represents the public pound, the 'Plus' is everything else that you can generate in addition to your non-formula community learning funding allocation, such as fee income, funding from other sources, resources in kind and other sources of revenue/sponsorship/volunteering.

277.You must have in place a 'Pound Plus' policy. You must invest Pound Plus fee income/savings for the people who most need, and can least afford, community-learning provision.

278.**Local fee remission policy** - you must have in place and operate a fair and transparent community learning local fee remission policy that requires individuals to pay a course/tuition/joining fee, but also sets out clear eligibility criteria for those individuals who, due to their circumstances, qualify for either partial or total fee remission.

279>Your Pound Plus and Local Fee remission policies must be available on your website and/or in the venues you deliver community learning to eligible learners. If requested, your Local Fee Remission Policy should be shared with your WECA Relationship Manager.

Partnership working

280. Partnership working underpins the community learning objectives and is critical to developing and delivering an effective community-learning offer in a given locality.

281. You must engage and work closely with a wide range of relevant partners, WECA and stakeholders in your local area to help shape your community learning offer to engage specific groups. These could include specialist partners and voluntary and community sector (VCS) organisations.

282. We expect you to work with other providers in your local area, who may be in receipt of non-formula community funding. We expect you to develop a strategic, efficient community-learning offer to reduce duplication of courses in a locality, and signpost learners to other partners as and when appropriate.

Prince's Trust Team Programme

The Prince's Trust Team Programme is a 12-week course designed to improve confidence, motivation and skills for eligible 16 to 25-year-old. Each 'team' recruits a mix of 16 to 25-year-old of different abilities and backgrounds, including employees sponsored by their employer. Providers in partnership with the Prince's Trust run and manage it on a local basis.

283. In order to deliver the team programme, you must get approval from the Princes Trust.

284. For eligible West of England learners aged 19 to 25, WECA will fund the team programme through the WECA's adult funding methodology. Please also refer to the Princes Trust section in the [Adult Education Budget Funding Rates and Formula 2020 to 2021 document](#).

285. For eligible learners aged 16 to 19, the team programme is funded by ESFA through their young people's funding methodology.

Support funding

The over-arching aim of WECA's adult education budget is to promote economic growth that is both inclusive and sustainable, given this we maintain a significant focus on our most disengaged and disadvantaged residents, many of whom will require additional support to participate, be retained, succeed and progress from our provision to a positive destination.

Where you identify that a learner has a learning difficulty or disability, or a financial barrier, your WECA Adult Education Funding allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.

Learning support

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

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

288. You must:

- 288.1. carry out a thorough assessment to identify the support the learner needs
- 288.2. agree and record the outcome of your assessment in the evidence pack
- 288.3. record all outcomes on the evidence pack and keep all evidence of the assessment of the needs, planned and actual delivery
- 288.4. report in the ESFA ILR that a West of England 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

289. You can claim learning support at a fixed monthly rate if you report it in the ILR. You must use the WECA EAS if your costs exceed this monthly rate and you

must keep evidence of these costs. You can find details of how to make a claim in the [ESFA Funding Claims and Reconciliation Guidance](#).

290. You can claim learning support if learning continues past the planned end date and the learner needs continued support in order to complete their programme.

291. The reasons(s) why the individual does not need an EHC plan.

Exceptional learning support claims above £19,000

If a learner, aged 25+ 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).

Learners aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority.

292. 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 formally notifying your WECA Relationship Manager.

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

Learner Support

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

294.1. Hardship funding – general financial support for financially disadvantaged learners to support participation in learning.

294.2. 20+ Childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs.

294.3. IT Equipment Loans – for disadvantaged learners who are unable to participate in classroom-based learning because they are:

294.3.1. Self-Isolating due to COVID-19

- 294.3.2. Self-Isolating because they are the primary carer of someone who is self-isolating due to COVID-19
- 294.3.3. Unable to reasonably access learning for reasons that are attributable to COVID-19 (e.g. a resident of a rural community who is unable to attend due to reduced public transport system)
- 294.3.4. Residential Access funding – to support ESFA funded AEB Learners (set out in paragraph 24) where they need to live away from home in order to access provision.
- 294.4. Mental Health Support – targeted financial support to enable learners who are at significant risk of withdrawal and / or non-achievement due to significant mental health issues

295. You must not claim more than 5% of your total Learner Support final claim as administration expenditure. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories. Your learner support funding should match that set out in your delivery profile. If you need to update your delivery profile contact your relationship manager. If you do not have a Learner Support allocation, you must follow these rules and claim learner support using the WECA monthly Claim form.

296. You must:

- 296.1. Have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
- 296.2. Assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack.
- 296.3. Report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR
- 296.4. Complete the WECA Monthly Monitoring Claim report and the mid-year funding forecast and a final claim.
- 296.5. Take into account the availability of other support for learners, for example from Jobcentre Plus and the Flexible Support Fund to pay for sought after interventions such as CSCS cards which are not fundable (directly or indirectly) via the WECA Adult Education Budget.

296.6. Make it clear to learners it is their responsibility to tell the Department for Work and Pensions about any learner support they are receiving from you, as learner support payments may affect their eligibility to state benefits

296.7. Consider the most appropriate learner support fund to draw from where a learner is receiving WECA AEB funding from us as well as through an ESFA Advanced Learner Loan.

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

297.1. 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 299 and the new flexibilities responding to coronavirus (COVID-19) in paragraph 306. However, these learners can get support funding for childcare, transport and residential costs

297.2. A learner in custody or released on temporary licence

297.3. A learner carrying out a higher education course or learning aims fully funded from other sources

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

297.5. To fund courses, licences and other interventions that are not directly eligible for funding within the normal AEB funding methodology and / or have been explicitly excluded from AEB funding.

297.6. Any activity that supports purposes other than facilitating the individual learners participation, achievement and progression within WECA adult education provision.

298. WECA is willing to consider proposals from providers to utilise a greater proportion of their allocation as Learner Support in order to facilitate key interventions such as IT equipment loans or increased investment in mental health support.

Hardship

299. You can use hardship funds for any of the following:

- 299.1. Course-related costs, including course trips, books and equipment (where costs are not included in the funding rate), domestic emergencies and emergency accommodation
- 299.2. Transport costs (but not make a block contribution to post-16 transport partnerships or routinely fund transport costs covered in the Local Authority's legal duty for learners of sixth-form age)
- 299.3. Examination fees
- 299.4. Accreditation fees, professional membership fees and any fees or charges due to external bodies
- 299.5. Your exam registration fees
- 299.6. Support provided by others, or by providing items, services or cash direct to the learner. This can be a grant or a repayable loan

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

301. If an asylum seeker is eligible for provision, you may provide learner support in the form of course-related books, equipment or a travel pass. You must not give a learner who is an asylum seeker support in the form of cash.

20+ Childcare

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

303. You must not use childcare funding to:

- 303.1. fund informal childcare, such as that provided by a relative
- 303.2. set up childcare places or to make a financial contribution to the costs of a crèche
- 303.3. fund childcare for learners aged under 20 on the first day of learning; instead you must direct them to the [ESFA's 'Care to Learn' programme](#)

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

Residential Access Funding

305. You must:

305.1. set out the criteria and procedures for considering and agreeing applications for support from your residential access funds; and,

305.2. give priority to learners who need accommodation and only pay for travel costs in exceptional circumstances

Response to coronavirus (COVID-19)

306. You can support disadvantaged learners who are either undertaking classroom or blended learning to continue to participate via online learning or disadvantaged learners who are unable to access classroom or blended learning where the learner is:

306.1. Self-isolating, or caring for others affected by coronavirus (COVID-19) or is otherwise affected by local/national measures, or unable to reasonably access classroom or blended learning for reasons attributable to COVID-19 if they:

306.1.1. do not have internet access at home, and/or

306.1.2. do not have a suitable device, i.e. laptop or tablet to complete the necessary online course work

307. Providers are required to receive written permission from WECA before the funds can be used to support disadvantaged learners as above. This would normally be in the form of an updated Curriculum and Delivery Plan

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

308.1. deploying any unused devices before you purchase new ones

308.2. exploring options to access low cost second hand or recycled devices

308.3. avoiding entering long term contract arrangements

308.4. holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us if asked

309. 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:

309.1. they will return the device when their online learning aim(s) complete, or if they leave before completing their learning

309.2. they will return the device in the same condition in which they received it

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

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

311.1.

the outcome of the assessment undertaken to identify the learners individual need

311.2. the learner declaration referred to in paragraph 310

312.You may also support learners to secure mental health support where their participation, retention, achievement and / or progression within WECA funded adult education provision is significantly undermined by significant mental health issues.

313.The support offered must be delivered by appropriately qualified professionals and must represent good value for money

314.Providers should maintain an ongoing record of the issues identified, the specific interventions offered, and progress made towards a defined goal (e.g. re-engagement with learning / progression to a positive destination).

315.Support should be offered in line with an appropriate policy. This policy will need to consider the withdrawal of support and referral to other appropriate support if the learners does not make sufficient sustained progress towards the agreed goal.

Job outcome payments

316.For fully funded learners who are unemployed, we will pay 50% of the achievement payment if they start a job before achieving the learning aim. This only applies to learners funded through Adult Skills – funding model 35. If the learner then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:

316.1. The learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for four consecutive weeks

316.2. Where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these.

317.For learners aged 18 and 19 enrolled on a course that attract High Value Course Premium, we will pay the full 20% achievement element of funding if they leave early to begin a job or apprenticeship if it also the conditions above (316.1 and 316.2) are met.

Section 3 – Payments and performance management

Rules that apply to all Providers

318. This section sets out the principles by which we will manage your performance in the 2020 to 2021 funding year and this document should be read in conjunction with the [2020/21 WECA Performance Management Framework Policy](#).

319. In 2020/21, the West of England Combined Authority will utilise the current ESFA ILR (Individual Learning Record), the WECA EAS and the WECA Monthly Monitoring Claim Report to calculate and monitor a provider spend against their West of England Combined Authority AEB allocation.

320. All providers in receipt of a 2020/21 Funding Agreement with WECA will have been allocated funds to implement their Curriculum delivery plan.

321. WECA will pay in line with the agreed Payment Profile in the Curriculum and Delivery Plan and the Grant Funding Agreement, a Provider may wish to use the national profile. Any changes in year must be via a Grant Funding Variation.

Table 1

Payment Profile Template

| STANDARD ALLOCATION PAYMENT PROFILE | | | | | | | | | | | | | |
|-------------------------------------|------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | SUB-CATEGORY | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL |
| FUNDING | TOTAL AEB | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 |
| | <i>of which</i> ADULT SKILLS | | | | | | | | | | | | |
| | <i>of which</i> PROVISION | | | | | | | | | | | | |
| | <i>of which</i> LEARNER SUPPORT | | | | | | | | | | | | |
| | <i>of which</i> LEARNING SUPPORT | | | | | | | | | | | | |
| | <i>of which</i> COMMUNITY LEARNING | | | | | | | | | | | | |
| | <i>of which</i> PROVISION | | | | | | | | | | | | |
| | <i>of which</i> LEARNING SUPPORT | | | | | | | | | | | | |
| | <i>of which</i> LEARNING SUPPORT | | | | | | | | | | | | |

| GROWTH ALLOCATION PAYMENT PROFILE | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SUB-CATEGORY | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL |
| TOTAL GROWTH | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 |
| <i>Sector Based Work Academy</i> | | | | | | | | | | | | |
| <i>WECA Recruitment Pipeline</i> | | | | | | | | | | | | |
| <i>Re-establishing Support for Unemployed Residents</i> | | | | | | | | | | | | |
| <i>Digital</i> | | | | | | | | | | | | |
| <i>Targeted Level 3</i> | | | | | | | | | | | | |

| TOTAL PAYMENT PROFILE | | | | | | | | | | | | |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SUB-CATEGORY | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL |
| TOTAL PAYMENT | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 | £0.00 |
| <i>Standard AEB</i> | | | | | | | | | | | | |
| <i>Growth</i> | | | | | | | | | | | | |

322. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. Your record of accomplishment will include, but will not be restricted to, Ofsted judgements, Self-Assessment judgements, minimum quality standards, financial health, financial management and control, and your previous delivery against your funding agreements (both WECA and ESFA), where this information is available. Additional aspects of your delivery will also be monitored and reviewed and are detailed in the [WECA Performance Management Framework 2020/21](#).

323. As part of our financial assurance work, 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 [ESFA ILR requirements](#). We will require you to correct inaccurate ESFA ILR, Monitoring Claim Reports and WECA EAS data or to adjust your final funding claim.

324. All providers must submit data and Monthly Claim Reports to WECA on all ILR submission dates (or confirm a nil return if provision has not yet started). WECA requires data to be submitted in a timely manner and therefore expects providers to comply with the following timescales:

- 324.1. Enrolments should be visible in the ILR no later than two months after the start date;
- 324.2. Withdrawals should be visible in the ILR no later than two months after the last date of attendance
- 324.3. Achievements should be visible in the ILR no later than three months after the actual end date
- 324.4. Progressions should be visible in the ILR no later than two months after the last date of attendance

325. In-year, we will review the actual spend you submit in your funding claims against the ILR for West of England residents, the WECA EAS data you provide and the Monthly Claim Report.

326. In addition to the above, all provider payments will be reconciled at the end of the funding agreement period against the 2020/21 provider allocation. This reconciliation will occur following receipt of the provider's R14 ILR return. WECA reserve the right to recover any underspend below the full WECA Adult Education Funding 2020/21 allocation. We also reserve the right to re-base any allocation offered that relates to delivery in the 2021/22 academic year

327.Reconciliation does not include payment for over-delivery, all payments are capped at the allocation value.

328.Delivery performance will be monitored throughout the funding agreement period to determine provider WECA Adult Education Funding earnings against their agreed payment profile as set in the Grant Funding Agreement.

329.At key performance management points, a provider's earnings against profile will be reviewed and analysed.

330.WECA will reserve the right to re-profile, reconcile or cease payments at any point during the funding agreement period if the provider is identified as underperforming against profile.

331.Any provider with an identified funding under performance which is not recovered at any of the performance management points must work with a designated WECA Relationship Manager and submit a plan to WECA outlining how they intend to address the under delivery. This plan should be summarised within the narrative and risk assessment sections of the Month Claim Report.

332.There will be no funding payment for over delivery of the provider's WECA Adult Education Curriculum and Delivery Plan 2020/21 unless agreed with WECA prior to an increase above the funding level detailed and agreed by WECA and confirmed by WECA in writing. This excludes Targeted Level 3 Entitlement.

333.In extenuating circumstances, where the recovery of unspent West of England Adult Education Funding will result in a negative strategic or economic impact on either the learner, community or provider, WECA may consider a longer-term recovery arrangement with the provider. This decision will be based on robust evidence of improvements in future performance and the continued delivery of high-quality provision for West of England residents.

334.Where the overpayment cannot be recovered from future payments within the Financial Year, WECA will invoice the Provider for the remaining debt and the Provider would normally pay within 30 days. In extenuating circumstances, we may agree to payments in instalments over a longer period.

335.Your funding agreement will span two financial/fiscal years:

335.1. August 2020 to March 2021: periods 1 to 8 of the 2020 to 2021 funding year

335.2. April 2020 to July 2021: periods 9 to 12 of the 2020 to 2021 funding year

336. Total provider payments will be capped to the value of your funding allocation.

337. Funds cannot be 'vired' between funding agreements with WECA and the ESFA. Funding also cannot be vired between your core allocation and any additional growth funding allocated in support of specific priorities, unless agreed in advance through the approval of an updated curriculum and delivery plan

338. Your funding agreement will state the maximum amount of WECA Adult Education Funding provision you can deliver between 1 August 2020 and 31 July 2021.

339. Your Adult Education Funding allocation can be used to fund new starts, continuing learners, non-formula funded community learning (where applicable to you) and learner support.

340. You must submit ILRs for West of England residents receiving Adult Education Funding on a monthly basis from R01 and provide a forecast to WECA through the WECA Monthly Claim Form and Risk Report for the remainder of the funding year. The funding claims must include adult skills, non-formula funded community learning and learner support funding. The forecasts provided must be robust, based on a combination of current / historic performance patterns combined with current intelligence. The forecast should not be simply an assertion of full allocation delivery that is inconsistent with evidence.

Annex A- Eligibility for funding

The section on eligibility determines how eligibility to be funded can depend upon citizenship within the European Union or the European Economic Area (EEA). This Annex details which countries will meet the residency requirements detailed in paragraph 37.

Countries or areas where residency establishes eligibility for our funding

A) Member states of the European Union.

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

B) Other territories categorised as being within the European Union.

Other territories are categorised as being within the European Union for the purposes of the fee's regulations; these are:

| | |
|-----------------------|---|
| Cyprus | any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national |
| Finland | Includes the Aland Islands |
| France | the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon) is part of metropolitan France and is part of the EU |
| Germany | includes the former German Democratic Republic and the tax-free port of Heligoland |
| Portugal | Madeira and the Azores are part of the EU; Macau is not |
| Spain | the Balearic Islands, the Canary Islands, Ceuta and Melilla are part of the EU |
| United Kingdom | Gibraltar is part of the territory of the EU |

To note: The Channel Islands and Isle of Man are part of the United Kingdom and Islands but not part of the EU.

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

C) EEA and eligible overseas dependent territories.

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

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.

D) Eligible overseas territories of other British and EU member states.

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

These are as follows:

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

Annex B - Community Learning Objectives

- 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
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - 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
- 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
- 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 & administration
- WECA expects providers accessing community learning funding to engage with smaller community-based organisations and partly deliver adult education provision through them in order to widen participation (especially amongst under-represented groups) and both develop the capacity and enhance the resilience of the community-based organisation.
 - Directly engage with disadvantaged communities (either geographic or communities of interest) to establish a robust understanding of the specific barriers that prevent residents from engaging in learning and / or progressing into employment.
 - Work directly with disadvantaged residents to promote and incentivise their reengagement and recruit them onto appropriate adult education provision.

Glossary of terms

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| 20+ childcare | A category of learner support to assist learners aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare. |
| Adult funding methodology | The funding methodology for individuals aged 19 and over, participating in AEB learning. You can access adult funding methodology on the GOV.UK website. |
| Advanced learner loan | Advanced learner loans are available for individuals aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced learner loans give individuals access to financial support for tuition costs similar to that available in higher education and is administered by Student Finance England. |
| Break in learning | When a learner is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future. |
| Care to learn | A Department for Education scheme to assist young parents under the age of 20 with the childcare costs that may form a barrier to them continuing in education. |
| Continuers | Learners who commenced learning in a previous funding year and remain in learning as of 1 August 2019. |
| Community Learning | Helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, and learn how to support their children better, or prepare for progression to more formal courses / employment. |
| Components of regulated qualification | A subset of a qualification, which could be a unit. |
| Devolved Area Monitoring (DAM) codes | Have been issued for the funding and policy changes WECA are implementing and an additional Technical Guidance Note will be made available to Providers. WECA will be monitoring use of all the DAM codes from the first data return, R01. |
| Digital Entitlement | The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are: <ul style="list-style-type: none"> • Essential Digital Skills Qualifications |
| Direct costs of learning | Any costs for items without which it would be impossible for the learner to complete their learning aim. This can include the costs of registration, examination or any other activities or materials without which the learner cannot achieve their programme of study. |
| Distance learning | Learning delivered away from the learner's main place of employment or place of learning. |
| Earnings adjustment statement (EAS) | The form providers need to fill in to claim funding for West of England learners 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, that is, to ensure that the provision is delivered. |
| Employed | An individual who has a contract of employment. This does not include self-employed individuals. |

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| English for speakers of other languages (ESOL) | The study of English by speakers of other languages. |
| Evidence Pack | A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the learner exists, is eligible for funding, the learning to be provided, and delivery. (Previously known as the Learner File) |
| European social fund (ESF) | The ESF is a structural fund from the European Union. It improves the skills of the workforce and helps people who have difficulties finding work. We are a co-financing organisation for the ESF. |
| 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. |
| Full level 2 | The following qualifications are designated full at level 2: a General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above a Technical Certificate at level 2 which meets the requirements for 2019 to 2020 16 to 19 performance tables. |
| Full level 3 | The following qualifications are designated full at level 3: a General Certificate of Education at the advanced level in two subjects a General Certificate of Education at the AS level in four subjects a QAA Access to Higher Education (HE) Diploma at level 3 a Tech level; or applied general qualification at level 3 which meets the requirements for 2019 16 to 19 performance tables. |
| 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. |
| Funding agreement | The agreement between the Secretary of State for Education acting through WECA and providers who receive funding for education and skills training. |
| Funding year | The WECA adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July. |
| General Data Protection Regulation | The General Data Protection Regulation (GDPR) is a, Europe-wide law that replaced the Data Protection Act 1998 in the UK. It is part of the wider package of reform to the data protection landscape that includes the Data Protection Act 2018. The GDPR sets out requirements for how organisations have to handle personal data. |
| Guided learning | As defined by Ofqual: “The activity of the learner in being taught or instructed by – otherwise participating in education or training under the immediate guidance or supervision or – a lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of ‘participating in education and training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.” You can find more information in the Ofqual Handbook |
| Hardship | Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training. |
| The ESFA Hub | The ESFA Hub provides online services including the return of your Individualised Learner Record and completed EAS. You can also search all learning aims, |

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| | components of qualifications, apprenticeship frameworks and standards along with their validity and funding details. |
| 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. In 2019/20, WECA will continue to utilise the ESFA ILR to record all outputs for West of England residents. All providers delivering WECA AEB must complete all relevant ILR details and send this to the ESFA. The ESFA will then validate the provider's data and forward WECA the ILR for West of England residents. |
| Job outcome payments | Payments made for learners who are unemployed at the start of learning who cease learning to take up a job. |
| Learning support | Funding to enable providers to put in place a reasonable adjustment, set out in the Equality Act 2010 , for learners with an identified learning difficulty and/or disability to achieve their learning goal. |
| Learners in receipt of low wage | You may fully fund learners who are employed , or self-employed, and would normally be co-funded for provision, up to and including level 2. You must be satisfied the learner is both: <ul style="list-style-type: none"> • is eligible for co-funding; and, • earns less than £18,525.00 annual gross salary. |
| Learner support | Funding to enable providers to support learners with a specific financial hardship that might prevent them from being able to start or complete their learning. |
| Learning aim | Statements that describe the overarching intentions of a course |
| Learning aim reference number | The unique eight-digit code used to identify a specific learning aim. |
| Learning planned end date | The date entered onto the individualised learner record (ILR) when the learner is expected to complete their learning. |
| Local flexibility | Regulated qualifications, and or their components, and non-regulated learning that the WECA 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 ESFA Hub . |
| Long term unemployed & low qualified. | For funding purposes, we define a learner as long term unemployed and low qualified if one or more of the following apply: <ul style="list-style-type: none"> • Residents who have been either unemployed or economically inactive for 6 months or more. • Residents who are either unemployed or economically inactive, with prior attainment below full level 2. • Residents who are employed in jobs which are either low pay or at risk of redundancy, with prior attainment below full level 2 |
| Non-regulated learning | 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: |

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| | <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 |
| Normally resident | This refers to their primary residence as opposed to temporary accommodation used solely for the purposes of securing eligibility for funding. |
| Ofqual | The Office of Qualifications and Examinations Regulation , which regulates qualifications, examinations and assessments in England. |
| Personal learning record (PLR) | An ESFA database that allows individual learners access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers. |
| Performance Management Framework (WECA) | A WECA management framework detailing how providers will be managed and monitored from both a range of perspectives including quality performance (direct and subcontracted delivery) and earnings against profile. |
| Performance Management Points (WECA) | Key points during the funding agreement when WECA will review earnings against profile and apply a specification as detailed in this policy to ascertain if the provider is underperforming against their WECA allocation. |
| 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 learners through the learning process, identifying key outcomes. It provides a robust approach to quality control and improvement of nonregulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute . |
| Recognition of prior learning (RPL) | An assessment method that considers whether a learner can demonstrate that they can: <ul style="list-style-type: none"> • meet the outcomes for a qualification or a component of a qualification through knowledge, understanding; or, • skills they already have and so do not need to undertake a course of learning for that component or qualification. |
| ESFA Register of training organisations (the Register) | A register that provides assurance on organisations that deliver non-apprenticeship education and training services funded by the ESFA, or subcontractors with more than £100,000 in our non-apprenticeship supply chain. Organisations apply to enter the register by completing our market-entry pre-qualification process, which includes due diligence questions and testing of capacity and capability. |
| Relationship Manager (WECA) | Every provider approved to deliver AEB to West of England residents is assigned a Relationship Manager to support the provider to monitor the quality of delivery and performance against allocation and the funding agreement. |
| Residential Support | Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally. |

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| 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. |
| Senior responsible person | For example, Chief Executive, Managing Director, Principal or their equivalent. |
| Self-declaration | A process where the learner is able to confirm something through his or her own signature. |
| Start of learning | The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning. |
| State benefits | State benefits are contributions, both financial and non- financial, made by central and local Government to individuals in certain circumstances to meet their day-to-day living needs. |
| Statutory entitlement | The statutory entitlement to education and training allows learners to be fully funded who are aged: <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 |
| Study programme | Study programmes are for learners aged 16 to 19 and cover all levels up to level 3. Funding is for each learner, rather than for each qualification and can only have one core aim at a time. |
| Subcontractor | A separate legal entity that has an agreement with you to deliver any element of the education and training we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, unless those individuals are working under your direction and control, in the same way as your own employees. The term subcontractor will also apply to any partnership work you have where your staff and/or provision is managed by another partner/institution. WECA will consider this a type of subcontracting arrangement and as such will require all relevant detail on your Delivery Plan for approval and review at relevant Performance Meetings. This arrangement must also be identified in the ILR using the Partner UKPRN Field. |
| UK provider reference number | A unique identifying number given to all providers by the UK register of learning providers. |
| Unemployed | For funding purposes, we define a learner as unemployed if one or more of the following apply: <ul style="list-style-type: none"> • They receive Universal Credit, and their take-home pay as record on their Universal Credit statement (disregarding benefits) is less than £338 a month (learner is sole adult in their benefit claim) or £541 a month (learner has a joint benefit claim with their partner) • They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only |

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| | <ul style="list-style-type: none"> • They receive Employment and Support Allowance (ESA) • They are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice. |
| Unique learner number | A 10-digit number used to match a learner's achievement to their personal learning record (PLR). |
| WECA Curriculum and Delivery Plan | Delivery Plan for providers delivering funded adult skills provision to WECA residents of Bath & North East Somerset, Bristol and South Gloucestershire. WECA will monitor the Provision as set out in the Providers Curriculum and Delivery Plan against monthly claims. |
| WECA Monthly Claim Form and Risk Report | The Monthly Claim Form and Risk report is intended to be completed in parallel to the monthly ILR return, capturing details of both data submitted via the ILR and the providers own understanding of actual delivery to date based on their own internal management information systems (which may not yet be fully visible within the ILR). The report also asks providers to offer a forecast of whole year delivery and provide narrative concerning performance challenges, proposed changes and any issues arising the relate to quality, compliance or due diligence. Both the Monthly Claim Form and Risk Register offer additional mechanisms to bring emerging issues to WECA's attention and seek whatever support and / or flexibility is needed to manage these as effectively as possible. |
| Work placement | A placement with an employer in a workplace setting as part of a traineeship. |
| Young people's funding methodology | The ESFA' s funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an Education Health and Care plan). You can access young people's funding methodology on the GOV.UK website . |

Summary of main version 2 changes

| Section | Paragraph | Change |
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| We will fund | 25 – 26 | Updated for clarity |
| Residency eligibility | 36 | Provided details on priority learners. |
| Individuals with certain types of immigration status and their family members | 45 | Additional text has been added by the Home Office to clarify evidence for immigration permission. |
| Individuals who are not eligible for funding | 56 | Removed Fees and Awards Regulations 2007 as it is not necessary to reference |
| What we will not fund | 61 64 | higher is the equivalent of a grade 4 or higher under the new grading scheme. Details on payment protection policy in 2019/20 and double counting. |
| Fees and charging | 65 | Paragraph added to make it clear that you must not exceed the fully funded rate for the learning aim when charging learners who are co-funded |
| Co-funded fee income in the workplace | 70-71 | Details on co-funding with the employer and work experience placement |
| Recognition of prior learning | 74-76 | Removal of Advanced Subsidiary (AS) level qualification as it no longer exists. |

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| Breaks in Learning attribute to COVID-19 | 85-86 | New section added from the COVID FE Operational guidance that is being continued for 2020 to 2021. |
| Subcontracting | 89- 96-97 89-135 | Updated details on entering any subcontracting delivery that relates to WECA funded adult education provision. Clarity on prime provider and subcontractor This section has been reorganised for clarity. We have set out our high-level expectations around subcontracting and this will be subject to review in-year. |
| Evidence Pack | 140 140-147 | All paper files for the evidence pack should be made available electronically. We have removed all references to 'learner file' and replaced them with 'evidence pack' for accuracy. Minor drafting changes have been made for clarity and has not changed policy. |
| Starting, participating and achieving | 153 | Details on initial assessment and career session included. |
| Individualised Learner Record and the WECA Monthly Claim Report | 165 | Updated learning aims that have not been categorisation. |
| Provision and individuals, we fund | 170- 199 | This section has been reorganised for clarity. Updated the rules for 19-50+ for WECA entitlement <ul style="list-style-type: none"> • Residents aged 19-23 who are already qualified to full level 3 to enrol on additional full level 3 qualification on a fully funded basis • Fully funded access to additional full level 3 qualification extended to both residents aged 19-25 and residents aged 50 and above • Additional full level 2 qualifications will also be made available to residents aged 50 and above on a fully funded basis |

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| Work experience & work tasters | 201 | Included a table for LAR class codes for the ILR |
| WECA contribution table | 203 | Widen eligibility to include the following: <ul style="list-style-type: none"> • Residents aged 19-23 who are already qualified to full level 3 to enrol on additional full level 3 qualification on a fully funded basis • Fully funded access to additional full level 3 qualification extended to both residents aged 19-25 and residents aged 50 and above • Additional full level 2 qualifications will also be made available to residents aged 50 and above on a fully funded basis |
| Unemployed definition | 204-205 | We have updated these paragraphs in line with the definition. For clarity, references to 'earned income' have been replaced with 'take-home pay'. |
| Long term unemployed and low | 206 | Included definition for this |
| Learners in receipt of low wage | 207.2 | Updated annual gross salary to match the Real Living Wage |
| | 209 | Updated DAM code and FFI code |
| Sector-based work academy programme | 212-213 | Added as part of the wider COVID-19 skills package – DWP led scheme designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. Pre-employment training component can be funded by AEB. |

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| High Value Courses: One-year skills offer for 19 – year olds | 214-216 | <p>Added as part of the wider COVID-19 skills recovery package – this is a one-year high value course skills offer developed to support school and college leavers aged 19 to 21 August within the 2020 to 2021 funding year.</p> <p>Confirmation that when qualifications are added to the funding eligibility list, they will become eligible for funding from that date.</p> <p>You must not claim for WECA AEB funding where learners are already being funded through an ALL for qualifications that are in the 19-year-olds offer.</p> |
| National Skills Fund – Level 3 Adult Offer | 217-221 | <p>Added as part of the Lifetime Skills Guarantee offer.</p> <p>Confirmation that when qualifications are added to the funding eligibility list, they will become eligible for funding from that date.</p> <p>You must not claim for WECA AEB funding where learners are already being funded through an ALL</p> |
| Full level 2 | 210 | We have made it clear that legacy GCSE grade C or higher is the equivalent of a grade 4 or higher under the new marking scheme. Widened eligibility for full level 2. |
| Full level 3 | 211 | Updated for clarity. Widened eligibility for full level 3. |
| Licence to practise and/or standalone qualifications | 229-234 | Included information on these qualifications from the ESFA Qualification Eligibility Principles document on the GOV.UK website |
| Learning in the workplace | 240-244 | Details on co-funding within the workplace included. |
| English for speakers of other languages (ESOL) | 256 | Paragraph added to clarify that we will fund ESOL learning up to and including level 2. |
| Community Learning | Section | Updated Community Learning objectives |

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| Non-formula community learning funding | 268 | Update on flexibility of community learning and objectives. |
| Learning support | 294 | Information regarding IT Equipment loans for disadvantaged learners who are unable to participate in classroom-based learning. |
| | 293 | Paragraphs revised for clarity when claiming learning support. |
| Learners Support – Covid19 | 307-316 | This section has been updated in response to COVID-19 - to enable providers to use Learner Support funds to purchase IT devices for learners and to help them meet learners' IT connectivity costs. |
| Job outcome payment | 318 | Details for High Value Course Premium |
| Rules that apply to all providers: | Table 1 Page 68 | Updated to include Growth Allocation Payment Profile and Total Payment Profile to match CD&P |
| | 331 | Removal of threshold figures for underperforming. |
| | 338 | Updated information on vired of core allocation and additional growth funding allocation. |
| Additional Community Learning Objective | Annex B | WECA plans to continue adopt the existing ESFA Objective for Community Learning in the 2020/21 academic year, with one small addition. WECA considers Community Learning to be a key mechanism through which community cohesion, resilience and sustainability may be promoted. we are making it explicit that WECA expects providers accessing community learning funding to engage with smaller community-based organisations and deliver adult education provision through them in order to widen participation (especially amongst under-represented groups) and both develop the capacity and enhance the resilience of the community-based organisation. |