

Adult Education Funding

FUNDING AND PERFORMANCE MANAGEMENT RULES 2021/2022

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

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 6 -31/05/22

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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 2021 to 2022 funding year (1 August 2021 to 31 July 2022). 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:
Adulteducation@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 2021 and those learners who meet the criteria in sub-paragraph 25.
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 2021/22. 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 2021/22 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 2021/22](#) for further information.

We will fund

24. Individuals resident in the West of England area undertaking WECA funded AEB
25. To be funded by us, on the first day of learning a learner must be:
 - 25.1. Aged 19 or older on 31 August 2021 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.
26. 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>
27. 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.
28. 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.
29. 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.
30. Learners will be eligible for funding for the whole of the learning aim if they are eligible for funding at the start.
31. If an individual starts a learning aim and is not eligible for funding, we will not fund their learning.
32. You must not fund a learner who is unable to complete a learning aim in the time they have available. Any adult learner aged 19 or over must be able to

achieve the learning aim or learning programme within the time they have available.

Residency eligibility

33. Individuals will be eligible for WECA funded AEB if they meet the criteria in paragraph 25, the learning is taking place in England, and they fulfil the residency requirements set out in one or more of the following categories:
- 33.1. UK nationals and other persons with right of abode
 - 33.2. UK national in the EEA
 - 33.3. EEA nationals in the UK
 - 33.4. Other non-UK nationals

UK nationals and other persons with right of abode

34. Individuals who meet the criteria in paragraph 25 and they:
- 34.1. Are UK nationals or other person with a right of abode in the UK and
 - 34.2. Have been ordinarily resident in the UK or British Overseas Territories or Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning
 - 34.3. The British Overseas Territories are listed in Annex A

UK nationals in the EEA

35. Individuals who meet the criteria in paragraph 25, and they:
- 35.1. Are UK nationals and
 - 35.2. Are living in the EEA on or before 31 December 2020 and
 - 35.3. Have lived in the EEA only or the EEA and the UK only for at least the previous 3 years on the first day of learning and
 - 35.4. Have lived continuously in the EEA only and/or the EEA and the UK only between 31 December 2020 and the start of the course
 - 35.5. The course starts before January 2028
 - 35.6. The EEA includes all the countries and territories listed in Annex A

EEA nationals in the UK

36. Individuals who meet the criteria in paragraph 25, and
- 36.1. with respect to EEA nationals other than Irish nationals, have obtained either pre-settled or settled status under the EU Settlement Scheme and
 - 36.2. have lived continuously in the EEA, Gibraltar, or UK for at least the previous 3 years on the first day of learning
 - 36.3. the EEA includes all the countries and territories listed in Annex A

Other non-UK nationals

37. Individuals who meet the criteria in paragraph 25, and they fulfil the requirements of one or more of the below set out in paragraphs 37.1, 37.2 and 37.3.
- 37.1. A non-UK national who:
- 37.1.1. has permission granted by the UK government to live in the UK and such permission is not for educational purposes only, and,
 - 37.1.2. has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning
- 37.2. A non-UK national who is also a non-EEA national and:
- 37.2.1. has obtained pre-settled or settled status under the EU Settlement Scheme and
 - 37.2.2. has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning
- 37.3. An Irish national and:
- 37.3.1. who is not also a UK national and,
 - 37.3.2. has been ordinarily resident in the UK or Ireland for at least the previous 3 years on the first day of learning

Family members of UK and EEA nationals

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

Individuals with certain types of immigration status and their family members

39. 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:
- 39.1. Refugee Status
 - 39.2. Discretionary Leave to Enter or Remain
 - 39.3. Exceptional Leave to Enter or Remain
 - 39.4. Indefinite Leave to Enter or Remain¹
 - 39.5. Humanitarian protection

- 39.6. Leave Outside the Rules
- 39.7. Ukraine Family Scheme
- 39.8. Ukraine Sponsorship Scheme (Homes for Ukraine)
- 39.9. Afghan Locally Engaged staff under the intimidation policy
- 39.10. The husband, wife, civil partner, and child of any of the above in subparagraphs 39.1 to 39.7
- 39.11. Section 67 of the Immigration Act 2016 Leave²
- 39.12. Calais leave to remain³
- 39.13. British Nationals evacuated from Afghanistan under Operation Pitting
- 39.14. British Nationals evacuated from Afghanistan by UK government before 6 January 2022

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

¹ This includes Afghans eligible under the Afghan Relocation and Assistance policy (formally known as Locally Engaged Staff under the intimidation policy)

² A child of a person who has received leave under section 67 of the Immigration Act 2016 will come within paragraph 39.9 where they have been granted "leave in line" by virtue of being a dependent child of such a person.

³ A child of a person who has received Calais leave to remain will come within paragraph 39.10 where they have been granted "leave in line" by virtue of being a dependent child of such a person.

Extension or variation of current immigration permission

- 40. Any learner or family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.
- 41. Therefore, a learner or family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.
- 42. You may wish to find information, advice, and support 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. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions

Children of Turkish Workers

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

Asylum Seekers

45. Asylum seekers are eligible to receive funding if:
 - 45.1. 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
 - 45.2. are receiving Local Authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014.
46. An individual who has been refused asylum will be eligible if:
 - 46.1. 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,
 - 46.2. they are granted support for themselves under section 4 of the Immigration and Asylum Act 1999; or,
 - 46.3. are receiving local authority support for themselves under section 23C or section 23CA of the Children Act 1989

Persons granted stateless leave

47. A person granted stateless leave is a person who:
 - 47.1. 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,

- 47.2. has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave
48. A stateless person must:
- 48.1. be ordinarily resident in the UK on the first day of the first academic year of the course; and,
- 48.2. 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.
49. Certain family members are also eligible under this category:
- 49.1. 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 funding year of the course, and who has been ordinarily resident in the UK and Islands throughout the 3 year period preceding the first day of the first funding year of the course; or
- 49.2. 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.
50. "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

51. 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:
- 51.1. those who are here without authority or lawful status;
- 51.2. those who are residents in other areas outside of the West of England Combined Authority as defined by their residential postcode.

- 51.3. 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
- 51.4. non-EEA citizens who are in the UK on holiday, with or without a visa
- 51.5. 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
- 51.6. those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

Learners in the armed forces

- 52. 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.
- 53. 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

- 54. 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

- 55. You must make sure that learning is eligible for funding before the learner starts. Find a learning aim contains details of eligible regulated qualifications, qualification components and non-regulated learning aims.

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 grade 4, or higher or equivalent.

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

57. We will not fund any part of any learner's learning aim or programme that duplicates provision they have received from any other source.
58. WECA Adult Education Funding does not support provision that is ESF, advanced learner loans, apprenticeships, or traineeships.
59. 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

60. 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.
61. 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.
62. 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

63. 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). Please use DAM code DAM045, please refer to [technical note](#) for further information. 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

64. 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.
65. 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 to be made available to all WECA AEB funded learners.

Total co-funding contribution required	Duration of commensurate work experience placement
£1 - £21	4 hours
£22 - £34	6 hours
£35 - £50	12 hours
£51 - £100	20 hours
£101 - £150	44 hours
£151 - £300	68 hours
£301 - £450	92 hours
£451 - £600	100 hours
£601 - £724	196 hours
£725 - £1,265	292 hours

66. 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

67. 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 2021/22](#) on the West of England Combined Authority website.
68. Where a qualification is delivered in less than 70% of the planned guided learning hours (GLH) recommended by Ofqual, the provider must use the ‘other funding adjustment’ field to discount the level of funding claimed to align with the % of recommended GLH delivered unless formally agreed with WECA AEB.

Recognition of prior learning (RPL)

69. A learner could have prior learning or attainment that has been previously accredited by an awarding organisation or could be formally recognised and count towards achievement of a qualification. If this is the case, you must:
- 69.1. reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need
 - 69.2. follow the policies and procedures set by the awarding organisation in regard to recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
 - 69.3. ensure you have a robust internal RPL policy and appropriate resources to delivery RPL
70. We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
71. You must not use prior learning to reduce funding for English and Maths qualifications up to and including level 2.
72. If a learner enrolls on an advanced subsidiary (AS) level qualification followed by an A Level, you must reduce the funding claimed for the A Level to take account of prior study of the AS level and record this in the 'funding adjustment for prior learning' field in the ILR. More information is available in ESFA ILR guidance.

Breaks in learning

73. 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.
74. Breaks in learning must not be used to 'suspend' learning where contact is lost, or the attendance or progress within the programme of the learner is poor.
75. We will not fund a learner during a break in learning.
76. You must record the date a learner takes a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the [ILR provider support manual 2021 to 2022](#).

77. 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.
78. You must not use a break in learning for short-term absences, such as holidays or short-term illness.
79. If, exceptionally, a learner does not complete their learning (or withdraw) in 2021/22, the provider will be expected to continue to support their learning until successful completion or withdrawal as part of their 2021/22 GFA and allocation.

Breaks in Learning attribute to coronavirus (COVID-19)

80. In line with paragraph 73 to 79 you and the learner can agree to suspend learning to enable the learner to take a break in learning where:
 - 80.1. 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
 - 80.2. 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
81. To record breaks in learning for coronavirus (COVID-19) reasons, you must:
 - 81.1. Include these learners in your ILR submissions
 - 81.2. Record the reasons, retain, and submit evidence as set out in paragraph 76 to 77
 - 81.3. 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)
 - 81.4. Not changed the current planned end date of the learning aim record
 - 81.5. Agree a new planned end date, when the learner returns, that must be assessed and recorded against the revised learning aim record.

Contracting

Third Party Delivery

82. WECA has decided to simplify and unify the previous subcontracting funding rules that apply to all providers of education and training who receive AEB and this has been replaced by the Third Party Delivery Rules which are published separately on the [WECA Website](#).

Match funding

83. 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.

WECA Expectations for a Programme of Adult Education

84. The Provision funded through the Providers Grant Funding Agreement is defined as the delivery of programmes of learning and support to adult learners in accordance with this grant funding agreement and associated funding rules and policy documents.
85. WECA expects the programmes of learning and support delivered under this grant funding agreement to include the following components
- 85.1. CEIAG
 - 85.2. Initial Assessment / Diagnostic Testing
 - 85.3. The teaching and assessment of a regulated or unregulated learning aim (or multiple learning aims within a programme of learning and support)
 - 85.4. Progress Review
 - 85.5. Progression Support
86. In addition to this, learners should be provided the following if they are eligible and a need is identified through CEIG, Initial assessment or Progress Review:
- 86.1. Learner Support
 - 86.2. Learning Support
 - 86.3. Literacy / Numeracy / ESOL / Digital support
 - 86.4. Work-Experience

Evidence

87. 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.
88. 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.
89. 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

90. The evidence pack must contain evidence to support the WECA Adult Education Funding claimed and your WECA Monthly Claim Form and Risk Report must be available to us if we need it. All paper files for the evidence pack should also be available electronically.
91. Evidence in the evidence pack must assure us that the learner exists
92. The learner must confirm information they provide is correct when it is collected
93. If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
94. Where you hold information centrally, you only need to refer to the source.
95. If applicable, the evidence pack must confirm the following:
 - 95.1. 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
 - 95.2. Your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided
 - 95.3. All initial, basic skills and diagnostic assessments
 - 95.4. Information on prior learning that affects the learning or WECA funding of any of the learning aims or programme

- 95.5. 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
 - 95.6. A description of how you will deliver the learning and skills and how the learner will achieve
 - 95.7. 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
 - 95.8. Support needs identified, including how you will meet these needs and the evidence of that-
 - 95.9. That learning is taking or has taken place and records are available
 - 95.10. A learner’s self-declarations as to what state benefit, they claim
 - 95.11. A learner’s self-declarations on their status relating to gaining a job
 - 95.12. 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.
96. 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.
97. If a third-party 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

- 98. 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.
- 99. 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.

100. 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:

100.1. 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.

100.2. 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.

101. 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.

102. 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

103. 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.

104. For your direct delivery, and any third-party delivery, you and where relevant, your third-party(ies) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.

105. Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any third-party delivery must be in line

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

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

107. 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

108. You must report the learning actual end date in the ILR for a learner who leaves learning.

109. 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 and Risk Report

110. You must submit a Monthly Claim Report to WECA in addition to your ILR return. The WECA Monthly Claim Form and Risk Report should be submitted directly to the WECA AEB Team 2 days after the ILR submission date each month.

111. You must accurately complete all ESFA ILR fields as [ILR specification, validation rules and appendices 2021 to 2022](#), even if they are not required for funding purposes.

112. 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.

113. 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.

114. Performance will be measured using these codes and the Curriculum Delivery Profiles. There are 5 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

115. These must align with the Delivery Profiles in your Curriculum & Delivery Plans. From R01 2021/22, one of these DAM codes **MUST** be recorded for every Learning Aim. The category of 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.

116. 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.

117. 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

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

119. 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

120. WECA funded Adult Education includes support for four legal entitlements to full funding for eligible adult learners.

121. These entitlements are set out in the Apprenticeship, Skills, Children and Learning Act 2009 and enable eligible learners to be fully funded for the following qualifications:

- 121.1. English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), or higher, and / or:
- 121.2. First full qualification at level 2 for individuals aged 19-23, and / or:
- 121.3. First full qualification at level 3 for individuals aged 19-23
- 121.4. Essential Digital Skills Qualifications (EDSQ), up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

Legal Entitlements

122. If an individual meets the legal entitlement eligibility criteria, the WECA entitlement criteria or any other criteria which affords the learner access to full funding, you must not charge them any course fees.

123. Eligible learners exercising their legal entitlement must be enrolled on qualifications that have approved for funding through the relevant entitlement. For the funding year 2021 to 2022, providers can find the details of approved qualifications at <https://www.qualifications.education.gov.uk/> for the following entitlement offers:

- 123.1. Level 2 and level 3 and/or
- 123.2. English and maths and/or
- 123.3. Essential digital skills qualifications

The Level 3 adult offer and the Level 3 legal entitlement

124. Eligible learners aged 19 to 23 may access all qualifications from the level 3 adult offer. If a learner aged 19 to 23 completes a qualification that is included on both the legal entitlement list and the level 3 adult offer list, they will have exercised their level 3 legal entitlement.

Local Flexibility

125. WECA funded Adult Education also supports the delivery of flexible tailored provision for adults, including qualifications and components of these and / or non-regulated learning, up to level 2. This is referred to as 'local flexibility'. Local flexibility provision is either fully-funded or co-funded, depending on the learner's age, prior attainment, and circumstances. Where appropriate for the learner you may deliver local flexibility provision alongside a legal entitlement qualification.

WECA Entitlement

126. In addition to the four legal entitlements and local flexibility offers set out above, we have established a range of additional 'WECA Entitlements' to broaden access to fully funded learning amongst WECA residents. These include:

- 126.1. ESOL: Regulated ESOL qualifications, up to and including level 2, for individuals aged +19.
- 126.2. Retraining [L2]: A single additional full level 2 qualification (or non-full level 2 qualification which has been included on the High Value Qualification List) for residents who are already qualified at full level 2 but are not already qualified at level 3 or above, for learners aged 50 and above.
- 126.3. Retraining [L3]: A single additional full level 3 qualification (or a non-full level 3 qualification which has been included on the High Value Qualification List or National Skills Fund Level 3 Offer List) for residents who are already qualified at full level 3 but are not already qualified at level 4 or above, for learners aged 19-25 or 50 and above.

Access to funding for learners aged 19 to 23

Fully funded:

127. Learners are fully funded through legal entitlement to:

- 127.1. Undertake 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.
- 127.2. Undertake Essential Digital Skills qualifications up to and including level 1.
- 127.3. Undertake qualifications at entry level or level 1 which support progression towards their first level 2.
- 127.4. Undertake their first full qualification at level 2.
- 127.5. Undertake their first full qualification at level 3.
- 127.6. Undertake a level 3 qualification which is not full but is approved on the NSF L3 Offer list (where the learner is not already qualified at full level 3).

128. Learners are also **fully funded** to:

- 128.1. Undertake approved qualifications up to and including level 2 from the local flexibility offer (see above) if unemployed or employed on a low-wage, and have already achieved a first full level 2 qualification
- 128.2. Undertake approved ESOL qualifications up to and including level 2
 - 128.2.1. Through local flexibility if unemployed or employed on a low-wage, and have already achieved a first full level 2 qualification
 - 128.2.2. Through WECA entitlement otherwise
- 128.3. Undertake a single additional full level 3 qualification if the learner's highest level of qualification is a full level 3 and the qualification is on one of the following lists;
 - 128.3.1. level 3 legal entitlement list available on <https://www.qualifications.education.gov.uk/>
 - 128.3.2. National Skills Fund Level 3 Offer List
 - 128.3.3. High Value Qualification List
- 128.4. Undertake a single additional non-full level 3 qualification if the learner's highest level of qualification is a full level 3 and the qualification is on one of the following lists;
 - 128.4.1. High Value Qualification List
 - 128.4.2. National Skills Fund Level 3 Offer List
- 128.5. Undertake any Trade Union course

Learners are **co-funded** to:

- 129. Learners who do not qualify for full funding as set out above may undertake approved qualifications up to and including level 2 from the local flexibility offer (see above) on a **co-funded** basis.
- 130. If a learner has achieved a level 2 qualification that is classed as a full level 2 any subsequent level 2 qualifications will be **co-funded** unless funded as part of a WECA Entitlement. This also applies if the level 2 qualification was classed as a full level 2 at the time, they started but is no longer classed as such.

Access to funding for learners aged 24 and above

Fully Funded

131. Learners are **fully funded through legal entitlement** to:

- 131.1. Undertake 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.
- 131.2. Undertaking Essential Digital Skills qualifications up to and including level 1.

132. Learners are also **fully funded** to:

132.1. Undertake approved qualifications up to and including level 2 from the local flexibility offer (see above) if unemployed or employed on a low-wage, and have already achieved a first full level 2 qualification

132.2. Undertake approved ESOL qualifications up to and including level 2

132.2.1. Through local flexibility if unemployed or employed on a low-wage, and have already achieved a first full level 2 qualification

132.2.2. Through WECA entitlement otherwise

133. Learners are also **fully funded** if not already qualified at full level 3 to undertake an approved qualification from the National Skills Fund Level 3 Offer list.

Learners are **co-funded** to

134. Learners who do not qualify for full funding as set out above may undertake approved qualifications up to and including level 2 from the local flexibility offer (see above) on a **co-funded** basis.

Work Experience and Work Tasters

135. Under reforms introduced by WECA both Work Experience Placements and Work Tasters will be directly fundable elements of adult education provision from 2021/22

136. 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)

137. 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

138. Definitions can be found in [paragraphs 139-17](#).

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

PROVISION	ACCESS TO FUNDING	ACCESS TO FUNDING
	LEARNERS AGED 19-23	LEARNERS AGED 24 AND ABOVE
English and maths up to and including L2	FULLY FUNDED	FULLY FUNDED
ESOL up to and including L2	FULLY FUNDED	FULLY FUNDED
Essential Digital Skills Qualifications up to and including L1	FULLY FUNDED	FULLY FUNDED
Up to and including L2 (not full) that supports progression towards first full level 2	FULLY FUNDED [Up to and including L1 only]	FULLY FUNDED [Unemployed or Low Wage]
	NOT FUNDED [L2 (not full)]	CO-FUNDED [All Other Learners]
Up to and including L2 (not full) that does not support progression towards first full level 2	FULLY FUNDED [if unemployed or low wage and already qualified at FL2]	FULLY FUNDED [Up to and including L2 - Unemployed or Low Wage]
	CO-FUNDED [if already qualified at FL2 and not eligible for full funding]	CO-FUNDED [Up to and including L2 - All Other Learners]
Level 2 (not first full)	NOT FUNDED [Other than English, maths and ESOL as detailed above]	FULLY FUNDED [Unemployed or Low Wage]
		FULLY FUNDED [WECA Entitlement - Retraining (L2) for those aged 50+ with a highest level of qualification of FL3, any trade union course, a single additional full level 2 qualification, or a non-full level 2 qualification from the High Value Course list]
First Full Level 2	FULLY FUNDED	CO-FUNDED [All Other Learners]
		FULLY FUNDED [Unemployed or Low Wage]
First Full Level 3	FULLY FUNDED	CO-FUNDED [All Other Learners]
		FULLY FUNDED [Approved Qualifications from the NSF L3 Offer list]
Level 3 (not first full)	FULLY FUNDED [Approved Qualifications from the NSF L3 Offer list which are not full level 3 qualifications where the learner is not already qualified to full level 3]	NOT FUNDED [All other L3 provision]
		FULLY FUNDED [WECA Entitlement - Retraining (L3): A single additional full level 3 qualification or a non-full level 3 qualification from the High Value course list or NSF L3 Offer list undertaken by learners aged 24-25 or 50 and above already qualified at FL3 but not yet qualified at L4 or Above]
		FULLY FUNDED [WECA Entitlement - Retraining (L3): A single additional full level 3 qualification or a non-full level 3 qualification from the NSF L3 Offer list undertaken by learners already qualified at FL3 but not yet qualified at L4 or Above]
	NOT FUNDED [All other L3 provision]	

Definitions used in the adult education budget

Priority Residents

139. WECA considers the following types of resident to be the priority for our investment in adult education:

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

Unemployed

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

- 140.1. They receive Universal Credit, and their take-home pay as record on their Universal Credit statement (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner)
- 140.2. They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- 140.3. They receive Employment and Support Allowance (ESA)
- 140.4. They are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice.

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

- 141.1. receives other state benefits (not listed in paragraph 140) and their take-home pay (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner), and
- 141.2. wants to be employed, or progress into more sustainable employment, and their take-home pay (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner), 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

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

- 142.1. Residents who have been either unemployed or economically inactive for 6 months or more.
- 142.2. Residents who are either unemployed or economically inactive, with prior attainment below full level 2.
- 142.3. 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

143. 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:

- 143.1. is eligible for co-funding; and,
- 143.2. earns less than £19,305.00 annual gross salary.

144. 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.

145. 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 143. If an individual meets the low wage eligibility criteria, you must not charge them any course fees.

Full Level 2

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

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

Full Level 3

147. Level 3 is the level of attainment which is demonstrated by a:
- 147.1. General Certificate of Education at the advanced level in 2 subjects
 - 147.2. General Certificate of Education at the AS level in four subjects
 - 147.3. QAA Access to Higher Education (HE) Diploma at level 3
 - 147.4. 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
 - 147.5. certain Technical level, or applied general qualification in the 2017 16 to 19 performance tables

Initiatives

148. 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:
- 148.1. pre-employment training
 - 148.2. work experience placement
 - 148.3. a guaranteed job interview
149. The scheme runs in England (and Scotland). Participants remain on benefits throughout their placement.
150. 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.

Sector-based work academy programme (SWAP)

151. 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.
152. 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 college leavers: a one-year skills offer for 19-year-olds

153. The High Value Courses for 19-year-olds was a programme offered for one year, with new starts enrolled during the funding year 2020 to 2021. The offer is no longer live and the WECA will only fund those continuing learners who started before 1 August 2021 and complete before the 31 March 2022.
154. We will continue to fund High Value Courses in 2021/22 but the uplift payment which has been available in 2020/21 will no longer be available (as the uplift was supported by an extraordinary one-year allocation).

National Skills Fund Level 3 Offer (NSF L3 Offer)

155. 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 and, from 1 April 2022, adults who meet the definition of 'low wage' or unemployed'. This offer is also known as the Free Course for Jobs offer.
156. The offer includes:
- 156.1. 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 National Skills Fund Level 3 qualifications available via the [ESFA list of qualifications approved for funding](#)
 - 156.2. Additional level 3 qualifications for 19 to 23 year olds that are not included in the legal entitlements
 - 156.3. Support funding in line with paragraphs 259-260
 - 156.4. The ability for eligible learners to take one short qualification (identified by category code 49) without exhausting their eligibility. We expect this flexibility to be used where a learner could benefit from a more substantial qualification once they have completed a short qualification.
157. An uplift is payable at two different rates and follows the earnings methodology set out in the [Adult Education Budget: funding rates and formula 2021 to 2022](#). This uplift should be used to support delivery of the NSF L3 Offer.

158. Only level 3 qualifications included on this 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.
159. When qualifications are added to the list of qualifications included in this offer, they will become eligible for funding from that publication date, and not be backdated to the start of the NSF L3 Offer (1 April 2021) or of the funding year.
160. Please note this policy is subject to potential further amendments and clarifications
161. We will fully fund individuals as part of this offer where they:
- 161.1. Are aged 19 or above on 31 August within the 2021 to 2022 funding year
 - 161.2. Have not achieved a full level 3 qualification, or above, which meets the requirements set out in paragraphs 27-8 and 133. WECA entitlements may enable other learners to undertake qualifications which form part of the NSF L3 offer on a fully funded basis (for example the entitlement to additional L3 qualifications). However, where this is the case, the qualification would not be funded as part of the NSF L3 offer and would not attract the associated uplift.
 - 161.3. Enrol on the NSF L3 Offer qualifications approved for funding with effect from 1 April 2021.
162. From 1 April 2022, we will also fully fund individuals as part of the offer where they:
- 162.1. Meet the unemployment or low wage criteria as described in paragraphs 140 and 143 and
 - 162.1.1. If they already have an existing full Level 3 qualification or higher, or have achieved any other qualification included in the level 3 adult offer qualification list, that qualification must have been achieved before 1 April 2021 or
 - 162.1.2. If they have achieved a short qualification set out in paragraph 164, and that was achieved after 1 April 2021, the individual is eligible for one further qualification through the offer.
163. Once a learner has achieved their qualification(s) in line with paragraphs 161 and 162, they will have exhausted their eligibility for the offer.
164. We will fund eligible learners to take one short qualification, followed by one further qualification in the level 3 adult offer without exhausting their eligibility. Short qualifications are identified by category code 49 which can be

found in “National Skills Funding Level 3 Offer - short qualification” within [Find a learning aim](#).

165. A learner will not be eligible for this additional “short” qualification offer if they have already achieved one of the short qualifications prior to 1 April 2021.

166. You must not claim for WECA AEB funding where learners are already being funded through an ALL for qualifications that are in the NSF L3 Offer, or a Skills Bootcamp for qualifications that are in the Level 3 adult offer. The criteria for ALL can be found in the [ALL funding rules 2021 to 2022](#).

167. You must:

167.1. Use LDM code 378 and FFI code 1 to claim for funding for learning who meet the requirements set out in paragraph 161.

167.2. Use LDM code 378, FFI code 1, and LDM code 382 when recovering learners who meet the low wage eligibility criteria set out in paragraph 162

167.3. Record the employment status of learners accessing the offer in the ILR

167.4. Use category code 49 to identify a short course qualification in [find a learning aim](#)

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

168.1. £600 for qualifications of 360 guided learning hours (GLH) and above

168.2. £150 for qualifications of 359 GLH and below

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

For 24+ learners:

169.1. The uplift will apply to all qualifications on the NSF L3 Offer list and will be funded from the ringfenced funding outlined later in providers’ contract.

For 19-23 learners:

169.2. If the learner is studying for a qualification that is included in both the NSF L3 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 NSF L3 Offer) - additional funding for this has been included in your Devolved AEB allocations.

169.3. If the learner is studying for a qualification on the NSF L3 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.

170.Reconciling your National Skills Fund:

170.1. At the end of the 2021 to 2022 funding year we will apply a 3% reconciliation tolerance. Where your delivery of Combined Authority funded National Skills Fund is at least 97% of your allocation line, we will not make a year-end adjustment and you will not have to pay back any unspent funds.

WECA Recruitment Pipeline

171.WECA have created a new programme within AEB which is intended to complement the DWP Sector Based Work Academy programme. The WECA Recruitment Pipeline will draw upon an identical delivery model (i.e. a package of training, a work experience placement, and a guaranteed interview) but will focus on supporting progression into slightly higher-level employment opportunities that require a slightly higher level of skill.

171.1. The primary target group for the WECA Recruitment Pipeline is residents who are unemployed for at least 6 months, on current benefits with less than a full Level 3 qualification and may have a slightly higher level of work experience and qualification than those traditionally supported by sector based work academies but would benefit from retraining in order to broaden their employment prospects. WECA are willing to consider proposals that support any employer who is willing to offer the requisite work experience placements and guaranteed interviews.

171.2. WECA will consider proposals based around the relevant qualifications that are considered by DfE to be High Value Courses.

Digital: Stimulating Demand, Improving Access, and Increasing Confidence

172.In order to broaden access to learning through digital means to equip residents with the skills and confidence to access learning in this manner. WECA priority is to support disadvantaged residents who are eligible for Learners Support Funding or have levels of prior attainment below level 2.

172.1.1. Digital provision will be subject to normal AEB rules and reported via the ILR.

- 172.1.2. Digital Access will be subject to the learner support rules (as updated in Sept to accommodate IT equipment loans)
- 172.1.3. Stimulating demand is essentially marketing and will therefore not be linked to an individual learner and therefore can't be reported via the ILR. The MCR is a sensible alternative but we need to find a mechanism through which to confirm that this is AEB spend within national reporting.

Approved qualifications

- 173. Where you deliver regulated qualifications and/or their components, you must ensure they are eligible for WECA Adult Education Funding as indicated on [Find a Learning Aim](#)
- 174. 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.
- 175. Certain qualifications that meet statutory employer requirements or a licence to practise are eligible for unemployed learners that meet criteria in paragraph 140-142.

Licence to practise and/or standalone qualifications

- 176. 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.
- 177. Certain qualifications that meet statutory employer requirements or a licence to practise are eligible for unemployed learners.
- 178. These qualifications are:
 - 178.1. forklift truck, food safety and health and safety
 - 178.2. security guarding, door supervision and CCTV operations (public space surveillance), needed to obtain a Security Industry Authority (SIA) licence
- 179. These qualifications are shown in [Find a Learning Aim](#) under the 'Standalone and Licence to Practise' category.

180. 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:

- 180.1. a local employer
- 180.2. individual
- 180.3. work programme provider
- 180.4. Jobcentre Plus

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

- 181.1. CSCS Cards
- 181.2. Driving Licences

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

183. 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.

184. 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.

185. 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.

Heavy goods vehicle (HGV) driver training

186. Working with industry specialists the Department for Work and Pensions (DWP), the following substantial programme of learning has been developed as the preferred regional approach to address the challenges faced by the logistics industry.

187. Through a Sector Based Work Academy Program (SWAP) the programme aims to fully train learners who have no HGV driver experience to be licence ready within four weeks *subject to delays for provisional licence and available test places. The programme is outlined in the table below.

188.

Training	Learning Outcome	Funded amount	Qualification Aim Number
Initial Assessment	Initial assessment to establish the suitability of the programme of study for the learner	£60	Z0009255
Career Education Advice and Guidance	To look at career options and address barriers to commencing a career in HGV driving	£60	Z0009256
Medical and CPC (theory)	Driver medical funded and support provided sending off Provisional licence. Theory will cover the criteria for the CPC delivered online through a digital platform	£250	Z0009550
Award in employability skills	Support with Interview skills and CV writing	£300	60146801
Certificate in Principles Warehousing	Warehouse Operative <i>(optional, while waiting for provisional licence)</i>	£724 (Optional)	60013448
Test retake support (theory)	Theory support for test retakes	£100	Z0009551
Cat C and E training	Funded training for learners to drive both Cat C and Cat E vehicles 40 hours @ £45p/h	£1,800	Z0009552
Work experience	Work exp/placement (21/44 hours)	£150	Z0009125
Total		£2,720 (£3,444)	

189. Initial assessment

189.1. Is used to assess a learner's suitability for the learning before enrolling onto the programme. If a learner is unable to demonstrate knowledge/suitability at the right level, then steppingstone routes to improve skills will be outlined.

190. Careers Education, Information, Advice and Guidance (CEIAG)

190.1. Learners will take a deeper a look at the logistics industry and what it means to be an HGV Driver. Potential barriers to employment are discussed and recommendations made. Here learners must provide evidence of a clean car driving licence.

191. Medical and Driver Certificate of Professional Competence (CPC) theory

191.1. The Combined authority will fund providers for the learner's medical assessment and fund the CPC theory that will enable learners to take their CPC assessment. This funding does not include funding for the tests, this

will be funded in full by the DWP. A learner's job coach will be able to provide full information on how to claim this.

192. Award in employability skills

192.1. This award will be delivered against the expectations of the logistics and haulage industry. The qualification will support a learner develop their interview skills and Curriculum Vitae (CV). It will also identify and help develop learners' soft skills required in the industry such as planning, communication, and the importance of personal appearance.

193. Certificate in Principles of Warehousing (Optional)

193.1. This is an additional qualification that will support learners understand how a warehouse operates in relation to loading and unloading HGVs. This additional qualification provides opportunity for work within a warehouse setting whilst waiting for provisional licences to arrive. There might also be opportunity to take a forklift licence at this time.

194. Test retake support (theory)

194.1. Funding is available for providers to work 1-2-1 with the learner to support them pass the test at a second attempt. This fund can only be claimed once.

195. Cat C and E training

195.1. Driver training will be funded. Now the tests are combined and have a reduced total learning time of 20 hours the Combined authority will fund this at £35 per hour for 20 hours. The CPC test element will be covered by the DWP.

196. Work experience

196.1. As with any SWAP there should be a period of work experience the Combined Authority will fund this. In the example 21-44 hours of funded work experience has been proposed, although other funded alternatives are available.

197. Provider's information:

197.1. This substantive programme of learning is available to all providers who can offer HGV training and should be advertised as any traditional SWAP.

197.2. The Combined Authority and DWP are supportive of providers making initial links with employers, however the DWP must be made aware of the employers prior to the commensuration of any learning.

197.3. The DWP will pay for the CPC tests.

Management Information System (MIS) teams can setup the SWAP as a programme of study all study elements are mandatory. Further guidance on funded work experience aims are available on the West of England Combined Authority [website](#).

Trade Union training

198. Where you deliver Trade Union learning to Trade Union representatives to support and professionally represent their colleagues over issues such as pay and conditions, you may claim full funding for Trade Union provision.

199. This includes provision covering a range of Level 1 & Level 2 Awards, Certificates & Diplomas including Employment Law, Union Reps, H&S Reps, Occupational H&S, Women in Leadership & Non-regulated courses covering Sexual harassment, Racism & tolerance.

Non-regulated learning

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

- 200.1. independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work
- 200.2. locally-commissioned and/or locally-developed basic knowledge and skills needed to access technical qualifications
- 200.3. employability and labour market re-entry
- 200.4. locally-commissioned and/or locally-devised technical education short courses (also known as taster sessions)
- 200.5. community learning courses
- 200.6. basic digital skills courses, including where learners are unable to undertake digital skills qualification specified in the digital entitlement (paragraphs 218 to 220)

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

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

- 201.3. It must not be vendor-specific provision, linked to a particular employer or commercial system
- 201.4. It must not be learning, for example, ‘induction to college’, that should be part of a learner’s experience
- 201.5. It must not be a non-regulated version of a regulated qualification
- 201.6. It must not be above notional level 2 (that is, at notional levels 3 or 4 or higher)
- 201.7. At notional level 2 it must focus on technical provision

202. 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.

203. 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 2021/22. Non-regulated learning should have clear achievement aims for the learners and identified progression outcomes prior to commencement of learning.

Learning in the workplace

204. 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.

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

206. 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
£1 - £21	4 hours
£22 - £34	6 hours
£35 - £50	12 hours
£51 - £100	20 hours
£101 - £150	44 hours
£151 - £300	68 hours
£301 - £450	92 hours
£451 - £600	100 hours
£601 - £724	196 hours
£725 - £1,265	292 hours

207. The employer will have paid once the Work Experience Opportunity has been utilised.

208. The priority for utilisation is as follows:

- 208.1. Utilised by the provider delivering the co-funded aim in support of WECA Adult Education Provision
- 208.2. Utilised by another provider in support of WECA funded Adult Education Provision
- 208.3. 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)
- 208.4. Utilised by another provider in support of WECA residents

209. 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.

210. Where you have agreement in place with the WECA Adult Education to deliver workplace provision, you will need to record a DAM code for every learning aim delivered in the workplace. You should not use this code if you do not have an agreement in place. For further information please refer to the [Technical Note](#). To record learning aims for this programme you should:

- 210.1. Ensure the code DAM024 for Workplace-based provision is recorded against the Learning Aim

What we will not fund

211. We will not fund:

- 211.1. qualifications, units, or learning aims that are not listed on [Find a Learning Aim](#) or on the legal entitlement lists.
- 211.2. 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.
- 211.3. end-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification
- 211.4. any part of learner learning aim or programme that duplicates provision they have received from any other source
- 211.5. 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
- 211.6. 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
- 211.7. 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

- 212.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.
- 213.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 prior attainment, diagnostic testing and initial assessment indicates that the learner is already capable of enrolling and achieving at a higher level.
- 214.You must not fund an apprentice or trainee for English or Maths from the WECA AEB.
- 215.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 212.
- 216.You must:
- 216.1. 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.
 - 216.2. 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
 - 216.3. enrol the learner on a level above that at which they were assessed and be able to provide evidence of this
 - 216.4. deliver ongoing assessment to support learning
 - 216.5. record the evidence of all assessment outcomes in the evidence pack
- 217.The assessments must place a learner’s current skills levels within the level descriptors used for the RQF.

Digital Entitlement for those aged 19 and over

218. 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 216.

219. We will fully fund non-regulated learning for learners, including those assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake provision identified in paragraph 218. This provision must be aligned with the national standards for essential digital skills and must not be a non-regulated version of a regulated qualification (see rules for non-regulated learning, paragraphs 200 to 203).

220. You must:

- 220.1. carry out an initial assessment using current assessment tools based on the national standards for essential digital skills
- 220.2. 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
- 220.3. 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
- 220.4. deliver ongoing assessment to support learning
- 220.5. record the evidence of all assessment outcomes in the evidence pack
- 220.6. 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)

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

222. 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 2021 to 2022.](#)

Learners with learning difficulties or disabilities

223. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, and Children and Learning Act 2009, section 111.
224. 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.
225. 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](https://www.gov.uk).
226. To access provision and support costs you must inform us before the start of the 2021 to 2022 funding year where a learner:
- 226.1. 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
 - 226.2. 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.
227. The learner must:
- 227.1. have an EHCP that confirms their needs could only be met by the training organisation they are, or were, attending; and,
 - 227.2. continue to make progress on the programme of learning as set out in their EHCP.
228. If a learner has an EHCP, you must report this in the 'Learner funding and monitoring' fields in the ILR.
229. 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

230. This section only applies to providers with a non-formula community learning allocation included their funding agreement.
231. The purpose of Community Learning is to develop the skills, confidence, motivation, and resilience of adults of different ages and backgrounds in order to:
- 231.1. 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
 - 231.2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
 - 231.3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
 - 231.3.1. improved confidence and willingness to engage in learning
 - 231.3.2. acquisition of skills preparing people for training, employment, or self-employment
 - 231.3.3. improved digital, financial literacy and/or communication skills
 - 231.3.4. parents/carers better equipped to support and encourage their children's learning
 - 231.3.5. improved/maintained health and/or social well-being
232. Develop stronger communities, with more self-sufficient, connected, and pro-active citizens, leading to:
- 232.1. increased volunteering, civic engagement, and social integration - reduced costs on welfare, health, and anti-social behaviour
 - 232.2. increased online learning and self-organised learning
 - 232.3. the lives of our most troubled families being turned around
233. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
- 233.1. bringing together people from backgrounds, cultures, and income groups, including people who can/cannot afford to pay
 - 233.2. using effective local partnerships to bring together key providers and relevant local agencies and services
 - 233.3. devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - 233.4. involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-

organised learning groups, and encouraging employers to support informal learning in the workplace

233.5. supporting the wide use of online information and learning resources
minimising overheads, bureaucracy & administration

234. 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.

235. 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.

236. Work directly with disadvantaged residents to promote and incentivise their reengagement and recruit them onto appropriate adult education provision.

Non-formula community learning funding

237. 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.

238. 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.

239. 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.

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

- 240.1. Residents who have been either unemployed or economically inactive for 6 months or more;
- 240.2. Residents who have been either unemployed or economically inactive and their prior attainment fall below a full level 2;
- 240.3. 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.

241. WECA reserves the right to reconcile any funds that are transferred into Learner Support or Community Learning which are not fully utilised.

242. 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.

243. 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.

244. 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

- 244.1. follow the WECA Adult Education Funding formula-funded methodology and submit ILR data under fund model 35
- 244.2. enrol learners following the Adult Education Funding eligibility requirements; you must not use your community learning local fee remission policy

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

- 245.1. a parent, carer or guardian attending a wider family learning or family, English, maths, or language course
- 245.2. funded through non-formula community learning using funding model 10 in the funding model field (refer to ILR guidance for more information)

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

247. 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:

247.1. The proposed use of funds must represent good value for money.

247.2. 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 including:

247.2.1. It is utilised on a strictly not-for-profit basis in line with actual evidenced eligible costs

247.2.2. It is not utilised in support of purposes that do not fall within the WECA Community Learning Objectives 2021/22

247.2.3. 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).

247.3. The Community Learning Methodology may not be used in support of the following ring fenced initiatives which must be supported by Adult Skill funding:

247.3.1. Sector Based Work Academies

247.3.2. WECA Recruitment Pipeline

247.3.3. National Skills Fund Level 3 Offer

Pound Plus and local fee remission policy

248. **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.

249. 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.

250. **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.

251. 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

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

253. 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.

254. 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

255. 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.

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

257. 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 2021 to 2022 document](#).

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

Support funding

259. 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.

260. 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

261. 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.

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

263. You must:

- 263.1. carry out a thorough assessment to identify the support the learner needs
- 263.2. agree and record the outcome of your assessment in the evidence pack
- 263.3. record all outcomes on the evidence pack and keep all evidence of the assessment of the needs, planned and actual delivery
- 263.4. 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
- 263.5. It must be recorded 3 months from the support activity or the expenditure.

264. You can claim learning support at a fixed monthly rate if you report it in the ILR. You must use the WECA Monthly Claim and Risk Report if your costs exceed this monthly rate, and you must keep evidence of these costs.
265. 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.
266. The reasons(s) why the individual does not need an EHC plan.

Exceptional learning support claims above £19,000

267. 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).
268. 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.
269. 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.
270. 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

271. 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':
- 271.1. Hardship funding - general financial support for financially disadvantaged learners to support participation in learning.
 - 271.2. 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.

- 271.3. IT Equipment Loans - for disadvantaged learners who are unable to participate in classroom-based learning because they are:
 - 271.3.1. Self-Isolating due to COVID-19
 - 271.3.2. Self-Isolating because they are the primary carer of someone who is self-isolating due to COVID-19
 - 271.3.3. 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)
 - 271.3.4. 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.
- 271.4. Mental Health Support - targeted financial support to enable learners who are at significant risk of withdrawal and / or non-achievement due to significant mental

272. You must not claim more than 5% of your total Learner Support final claim as administration expenditure. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories. If you 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 and Risk Report form.

273. You must:

- 273.1. 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
- 273.2. Assess and record the learner's needs, demonstrating the need for support - you must record this information and retain in the evidence pack.
- 273.3. Report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR
- 273.4. Complete the WECA Monthly Claim Form and Risk Report and the mid-year funding forecast and a final claim.
- 273.5. 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.

273.6. 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

273.7. 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.

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

274.1. 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 276. However, these learners can get support funding for childcare, transport, and residential costs

274.2. A learner in custody or released on temporary licence

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

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

274.5. 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.

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

275. 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

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

- 276.1. Course-related costs, including course trips, books, and equipment (where costs are not included in the funding rate), domestic emergencies and emergency accommodation
 - 276.2. 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)
 - 276.3. Examination fees
 - 276.4. Accreditation fees, professional membership fees and any fees or charges due to external bodies
 - 276.5. Your exam registration fees
 - 276.6. Support provided by others, or by providing items, services, or cash direct to the learner. This can be a grant or a repayable loan
277. In exceptional circumstances, you can use hardship funds with course fees for learners who need financial support to start or stay in learning.
278. If an asylum seeker is eligible for provision, you may provide learner support in the form of course-related books, equipment, cash payments or a travel pass.

20+ Childcare

279. You can only use childcare funding to pay for childcare with a childminder, provider, or childminder agency, registered with Ofsted.
280. You must not use childcare funding to:
- 280.1. fund informal childcare, such as that provided by a relative
 - 280.2. set up childcare places or to make a financial contribution to the costs of a crèche
 - 280.3. 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
281. You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving 'Care to Learn' payments.

Job outcome payments

282. 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:

282.1. 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

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

Section 3 - Payments and performance management

Rules that apply to all Providers

283. This section sets out the principles by which we will manage your performance in the 2021 to 2022 funding year and this document should be read in conjunction with the 2021/22 WECA Performance Management Framework Policy.

284. In 2021/22, the West of England Combined Authority will utilise the current ESFA ILR (Individual Learning Record), and the WECA Monthly Claim Form and Risk Report to calculate and monitor a provider spend against their West of England Combined Authority AEB allocation.

285. All providers in receipt of a 2021/22 Funding Agreement with WECA will have been allocated funds to implement their Curriculum delivery plan.

286. WECA will pay in line with the agreed Payment Profile in the Curriculum and Delivery Plan and the Grant Funding Agreement. Any changes in year must be via a Grant Funding Variation.

Table 1 - Payment Profile Template

tab

Profile Type	Data Item Group	Profile	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
Funding	All	All													£ -
Funding	Funding Model	Adult Skills Co Funded													£ -
Funding	Funding Model	Adult Skills Fully Funded													£ -
Funding	Funding Model	Community Learning													£ -
Funding	Category of Adult Education	Engagement													£ -
Funding	Category of Adult Education	Employability													£ -
Funding	Category of Adult Education	Foundation Skills for Work													£ -
Funding	Category of Adult Education	Intermediate Skills for Work													£ -
Funding	Category of Adult Education	Personal Development													£ -
Funding	Priority Learners	Engagement													£ -
Funding	Priority Learners	Employability													£ -
Funding	Priority Learners	Foundation Skills for Work													£ -
Funding	Priority Learners	Intermediate Skills for Work													£ -
Funding	Priority Learners	Personal Development													£ -
Funding	Initiative	IN_02: National Initiative: NSF L3													£ -
Funding	Initiative	IN_04: National Initiative: SWAP													£ -
Funding	Initiative	IN_05: WECA Initiative: Low Wage Programme													£ -
Funding	Initiative	IN_06: WECA Initiative: Recruitment Pipeline													£ -

287. 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 2021/22.
288. 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, WECA Monthly Claim and Risk Report or to adjust your final funding claim.
289. 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:
- 289.1. Enrolments should be visible in the ILR no later than two months after the start date.
 - 289.2. Withdrawals should be visible in the ILR no later than two months after the last date of attendance
 - 289.3. Achievements should be visible in the ILR no later than three months after the actual end date
 - 289.4. Progressions should be visible in the ILR no later than three months after the last date of attendance
290. In-year, we will review the actual spend you submit in your funding claims against the ESFA ILR for West of England residents, the WECA Monthly Claim and Risk Report you provide and the Monthly Claim Report.
291. In addition to the above, all provider payments will be reconciled at the end of the funding agreement period against the 2021/22 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 2021/22 allocation. We also reserve the right to re-base any allocation offered that relates to delivery in the 2022/23 academic year

292. Reconciliation does not include payment for over-delivery, all payments are capped at the allocation value.
293. 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.
294. At key performance management points, a provider's earnings against profile will be reviewed and analysed.
295. WECA shall be entitled to re-profile, reconcile, or cease payments, cease recruitment of new Learners and/or delivery of the Provision by the Provider to existing Learners, at WECA's discretion and subject to the terms of the Grant Funding Agreement.
296. 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.
297. There will be no funding payment for over delivery of the provider's WECA Adult Education Curriculum and Delivery Plan 2021/22 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 National Skills Fund Level 3 Offer.
298. 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.
299. 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.
300. Your funding agreement will span two financial/fiscal years:
- 300.1. August 2021 to March 2022: periods 1 to 8 of the 2021 to 2022 funding year

300.2. April 2021 to July 2022: periods 9 to 12 of the 2021 to 2022 funding year

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

302.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

303.Your funding agreement will state the maximum amount of WECA Adult Education Funding provision you can deliver between 1 August 2021 and 31 July 2022.

304.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.

305.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

This Annex sets out the countries falling within the below categories as referenced in paragraph 33 to 46.

British Overseas Territories

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

EEA

The EEA Comprises of the following countries:

- All Member States of the European Union. You can access a list of members state on the [EU website](#).
- With respect to EEA nationality, note that any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national.
- Iceland
- Lichtenstein
- Norway
- Switzerland

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

Table below lists territories that are categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the AEB funding rules.

Country	Territories
Denmark	The following is part of Denmark: <ul style="list-style-type: none"> • Greenland • Faroe Islands
Finland	The following is part of Finland and the EU: <ul style="list-style-type: none"> • Aland islands
France	The following is part of France and the EU: <ul style="list-style-type: none"> • the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon) The following is part of France: <ul style="list-style-type: none"> • New Caledonia and its dependencies French Polynesia • Saint Barthélemy
Germany	The following is part of Germany and the EU: <ul style="list-style-type: none"> • Tax-free port of Heligoland
Netherlands	The following is part of the Netherlands: <ul style="list-style-type: none"> • Antilles (Bonaire, Curacao, Saba, St Eustatius, and St Maarten) • Aruba
Portugal	The following is part of Portugal and the EU: <ul style="list-style-type: none"> • Madeira • The Azores
Spain	The following is part of Spain and the EU: <ul style="list-style-type: none"> • the Balearic Islands, • the Canary Islands, • Ceuta • Melilla

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

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

Word	Definition
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.
Careers Education, Information, Advice and Guidance (CEIAG)	An intervention delivered by a qualified professional in line with MATRIX standards which is intended to support potential learners to make informed choices concerning their future learning and career pathways prior to enrolment and to support progression to the next step on the learning and career pathway.
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.

Word	Definition
	WECA will be monitoring use of all the DAM codes from the first data return, R01.
Digital	Learning delivered to support learners who are not able to make effective use of digital resources and equipment, most frequently in the form of regulated qualifications including (but not limited to) Essential Digital Skills Qualifications
Digital Entitlement	The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are: Essential Digital Skills Qualifications
Direct costs of learning	Any costs for items without which it would be impossible for the 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.
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.
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein, and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to Appendix A for more information.
Employed	An individual who has a contract of employment. This does not include self-employed individuals.
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

Word	Definition
	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.
<u>Find a learning aim</u>	<u>Find a learning aim</u> provides online services to find the latest information on available qualifications, apprenticeship standards, T Levels, and units. Standards will show you information on funding, dates, and common components. Qualifications and units show you funding streams for courses and the last date learners can start.
Full level 2	The following qualifications are designated full at level 2: 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.

Word	Definition
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.
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.
Initial assessment and diagnostic testing	A pre-enrolment holistic assessment to identify the specific barriers which impact on the potential learner’s ability progress through their planned learning and career pathway intended to ensure that the right learner is enrolled on the right course (in terms of both subject and level) and to identify any

Word	Definition
	additional support needs which the provider may need to address. This may include specific diagnostic tests such as BKSB where relevant.
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 <u>Equality Act 2010</u> , for learners with an identified learning difficulty and/or disability to achieve their learning goal.
Learners in receipt of low wage	<p>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:</p> <ul style="list-style-type: none"> • is eligible for co-funding; and, <p>earns less than £18,525.00 annual gross salary.</p>
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	A regulated or unregulated qualification which is approved for WECA adult education funding and has a Learning Aim reference listed on 'Find an Learning Aim' (including aims which relate to Community Learning).
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.
Literacy	Learning delivered to support learners who are not functionally literate, most frequently in the form of regulated Functional Skills Qualifications
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 <u>Find an aim</u>

Word	Definition
Long term unemployed & low qualified.	<p><u>For funding purposes, we define a learner as long term unemployed and low qualified if one or more of the following apply:</u></p> <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. <p>Residents who are employed in jobs which are either low pay or at risk of redundancy, with prior attainment below full level 2</p>
Non-regulated learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered, and certificated by a provider or another organisation. This could include:</p> <ul style="list-style-type: none"> • independent living skills and engagement learning • employability and work skills • labour market re-entry • technical education tasters <p>community learning</p>
Normally resident	<p>This refers to their primary residence as opposed to temporary accommodation used solely for the purposes of securing eligibility for funding.</p>
Numeracy	<p>Learning delivered to support learners who are not functionally numerate, most frequently in the form of regulated Functional Skills Qualifications</p>
Ofqual	<p>The <u>Office of Qualifications and Examinations Regulation</u>, which regulates qualifications, examinations, and assessments in England.</p>
Personal learning record (PLR)	<p>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.</p>
Performance Management Framework (WECA)	<p>A WECA management framework detailing how providers will be managed and monitored from both a range of perspectives including quality performance (direct and third-party delivery) and earnings against profile.</p>

Word	Definition
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.
Progress review	A regular assessment, conducted in discussion with the learner and any other relevant parties which consider how well they are progressing through the programme of learning and support and considers whether any further additional support is required and / or interventions are required to promote retention, achievement, and progression. The frequency of the review should be proportionate to the duration of the qualification and the risk of withdrawal, non-completion and non-progression relating to the individual learner.
Progression support	Interventions intended to increase the likelihood that the learner will move forward on their learning and career pathway following the completion of the WECA funded programme of learning and support. This may include (but is not limited to) further CEaIG, jobsearch, support with application completion and where necessary a managed transition to the progression destination to ensure that the progression is secure. The provider may use relevant funded learning aims to support this.
Recognising and Recording Progress and Achievement (RARPA)	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published <u>updated RARPA Guidance</u> . 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,

Word	Definition
	<ul style="list-style-type: none"> 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 third-party 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.
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.
Right of abode in the UK	Persons with the right of abode have the right to live and work in the UK. All British citizens have the right to abode. Further, some Commonwealth citizens have the right of abode.
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.

Word	Definition
Statutory entitlement	<p><u>The statutory entitlement to education and training</u> allows learners to be fully funded who are aged:</p> <ul style="list-style-type: none"> • 19 and over, who have not achieved a Grade 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 <p>19 and over, who have digital skills assessed at below level 1</p>
Study programme	<p>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.</p>
Third Party Delivery	<p>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.</p>
UK provider reference number	<p>A unique identifying number given to all providers by the UK register of learning providers.</p>
Unemployed	<p><u>For funding purposes, we define a learner as unemployed if one or more of the following apply:</u></p> <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)

Word	Definition
	<ul style="list-style-type: none"> • They receive Jobseeker’s Allowance (JSA), including those receiving National Insurance credits only • They receive Employment and Support Allowance (ESA) <p>They are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice.</p>
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 / Experience	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 6 changes

Section	Paragraph	Change
Who we fund	24-25	Position regarding continuing learners has been removed.
Residency eligibility	33-50	Updated to reflect current policy.
Individuals with certain types of immigration status and their family members	39	Individuals with certain types of immigration status and their family members - have added the following to the list - Ukraine Family Scheme, Ukraine Sponsorship Scheme (Homes for Ukraine), British Nationals evacuated from Afghanistan under Operation Pitting, British Nationals evacuated from Afghanistan by UK government before 6 January 2022.
Recognition of Prior learning	69-72	Paragraphs updated to reflect current position on prior learning.
Contracting	82	The section has been removed. The Register of Training Organisations is being formally decommissioned on 31 July 2021 subcontracting rules will be published separately in the spring term at: Post-16 education subcontracting: using funding to offer education and training.
WECA expectations for a programme of Adult Education	84-86	Section added for clarity.
Legal Entitlements	122-124	Section has been updated for clarity.

Section	Paragraph	Change
WECA Flexibility and legal entitlements	127 -136	Section has been updated for clarity.
WECA contribution table	138	The WECA contribution table has been simplified and information is now presented by the different age groups (19 to 23 and 24+).
Definitions used in the adult education budget	139	Added definition for priority residents for clarity.
Unemployed	140.1 143.2	This section now reflects updates to the thresholds. Figures have been updated respectively in line with the ESFA
Real Living Wage	143	Real living Wage figure has increased to match the Living Wage Foundation.
High Value Courses - One Year Skills Offer	153	Amended to confirm the status of the one-year skills offer. As the offer will not be available for learners from 1 August 2021, we have removed the details from the 21 to 22 rules.
National Skill Fund - Level 3 adult offer	161-167 157	Addresses eligibility for short course qualifications. Updated to reflect the expanded level 3 offer to those who meet the definition of 'low wage' or 'unemployed'. LDM code information updated Clarification on reconciling the National Skills Fund
WECA Recruitment Pipeline	171	This section has been updated for clarity

Section	Paragraph	Change
Digital: Stimulating Demand, Improving Access, and Increasing Confidence	1572	This section has been updated for clarity
Heavy goods vehicle (HGV) driving training	1787-1888	This section has been added for this offer.
Trade Union	198-199	Trade union provision eligible for full funding
Non-regulated learning	200.6	Paragraph has been updated for clarity.
Learning in the workplace	210	Clarity on DAM code to be used for every learning aim delivered in the workplace.
Digital Entitlement for those aged 19 or older	219	Non-regulated provision must be aligned with national standards for essential digital skills.
Hardship	278	Para amended to confirm cash payments can be made to asylum seekers.
Payment Profile Template	Page 61	Updated template.
Annex A - Eligibility of funding	Page 65-66	Updated to reflect changes within document.