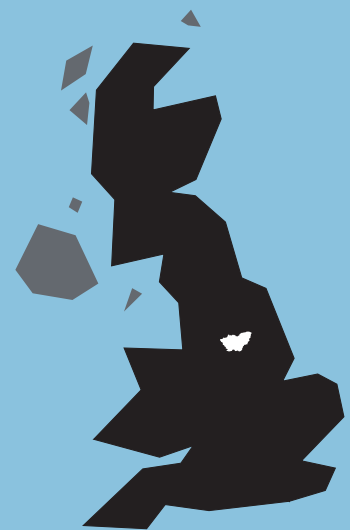




# Adult Skills Fund Funding and Performance Management Rules (FPMR)

2024/25 Academic Year - 1st August 2024 - 31st July 2025

Version: 1 06/2024



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

[southyorkshire.ca.gov.uk](https://southyorkshire.ca.gov.uk)

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## 1. Background

- 1.1. These rules contain conditions of funding for the Adult Skills Fund in South Yorkshire from 1st August 2024.
- 1.2. The content and requirements set out in this document apply to all learning organisations delivering devolved Adult Skills Fund (ASF) and Free Courses for Jobs (FCFJ) provision to residents in South Yorkshire funded by the Authority from 1<sup>st</sup> August 2024. The rules apply to all learning organisations including Colleges, Local Authorities and all learning organisations who have secured a Call-off contract. Some learning organisations may be funded under both arrangements, but different payment rules will apply to each funding agreement.
- 1.3. The principal purpose of the ASF is to engage adults and provide them with individually tailored programmes to support entry to and progression in work, an apprenticeship, or other further learning. In South Yorkshire, this means high quality provision that leads to improved opportunities, and better outcomes. With clear progression pathways for our residents, acquiring skills with a clear line of sight into both current and future local labour market opportunities.
- 1.4. The Authority is focused on securing positive outcomes for residents and as such it places significant importance on the quality of the initial assessment, prior attainment, and tailored learning plans; enabling residents to meet their current and future goals. Learning organisations should develop clear engagement and career pathways, supporting progression from Entry Level and Level 1 into Level 2 then progressing into Level 3 and beyond, focus should be on occupationally relevant skills in areas of economic and job growth.
- 1.5. The Authority is building upon the ESFA's current 2024/2025 ASF Funding and Performance Management Rules with changes to reflect local commissioning decisions. These rules are technical in nature, produced for an audience of Colleges, Local Authority Adult and Tailored learning organisations, Independent Training Providers, and other organisations (known henceforth as learning organisations). They are a reference document for the purposes of delivering ASF funded learning for South Yorkshire residents for the academic year 2024/2025.
- 1.6. These rules do not apply to:
  - Apprenticeships
  - Advanced Learner Loans
  - UK Shared Prosperity Fund (UKSPF)
  - Multiply
  - Skills Bootcamps
  - Skills Bank
  - Any other government or MCA funded programmes
- 1.7. This document forms part of the terms and conditions of funding and must be read

in conjunction with the funding agreement and/or Call-off contract. Learning organisations must operate within the terms and conditions of the funding agreement/Call-off contract and the ILR specification. Failure to do so is a breach of the funding agreement with us.

- 1.8. The ASF funding rates and rules will be regularly reviewed, and learning organisations will be notified of any changes. Learning organisations must have due regard to the Authority's priorities as informed by the SYMCA Skills Strategy ([Skills-Strategy-March-2024.pdf \(southyorkshire-ca.gov.uk\)](#)) and the Local Skills Improvement Plan ([Local Skills Improvement Plan - Doncaster Chamber \(doncaster-chamber.co.uk\)](#)). Learning organisations should read these core documents and familiarise themselves with our ambitions and priorities.
- 1.9. There is an expectation that all learning organisations will engage with a place-based approach working collaboratively both across South Yorkshire and within each local authority area. The Authority expects all learning organisations and their supply chains to enable high quality learner pathways, both at a local level and across South Yorkshire.
- 1.10. All information, including hyperlinks were correct when this document was published, and the Authority reserves the right to make changes to these rules.

### Understanding the terminology

- 1.11. The term 'we' is used in this document it is referring to the South Yorkshire Mayoral Combined Authority (SYMCA).
- 1.12. When we refer to 'you' or 'learning organisations', this includes Colleges, Higher Education Institutions, Training Organisations, Local Authorities, and other organisations who will receive funding from us to deliver education and training to residents of South Yorkshire. We will use the generic term 'you' or 'learning organisation' unless the requirements only apply to a specific learning organisation type.
- 1.13. We use the term 'funding agreement' to include:
  - Grant Funding Agreements (grant agreements with locally based colleges and Local Authorities within South Yorkshire and certain other learning organisations with a base in South Yorkshire that are s.28 designated with a proven track record of delivery);
  - Framework contracts and related Call-off contracts;
  - Individually procured contracts.
- 1.14. We use the terms 'resident' and 'learner' to cover those South Yorkshire residents whose provision is funded by the Authority. Eligible Residents will have a post code which confirms they reside in Barnsley, Doncaster, Rotherham, or Sheffield for the duration of their learning. The ESFA will release a file with eligible postcodes here

<https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>

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

## 2. Principles of funding

- 2.1 ASF funding must be considered in the broader skills funding and policy landscape, which encompasses, local projects such as UKSPF, Skills Bank, Skills Bootcamps and national initiatives including apprenticeships, Learner Loans, HE activity and additional funding and provision made available as part of SYMCA's response to the Skills Strategy. Learning Organisations should ensure that they assess a learner's needs against the full range of provision available and identify a programme of learning most likely to support progression.
- 2.2 These funding rules apply to all Residents starting new learning aims on or after 1<sup>st</sup> August 2024 who are a resident within South Yorkshire at the commencement of learning for Colleges and Learning Organisations with a Grant Funding Agreement or Call-off contract. You must check the eligibility of the learner as we will not fund learning for an individual whilst they remain ineligible. You must not fund a learner who is unable to complete a learning aim or programme of study in the time available.
- 2.3 Residents continuing their learning from the 2023/2024 funding year who were a resident within South Yorkshire at the commencement of learning will be funded through the SYMCA. You will be required to ensure that the funding is spent in accordance with the SYMCA's 2024/2025 Funding and Performance Management Rules.



- 2.4 You cannot transfer funding between the Authority Call-off contract and Grant Funding Agreements if you as a Delivery Organisation hold both funding agreements. To aid transparency, the value of grant allocations and Call-off contracts will be published annually by the Authority.
- 2.5 You must not transfer, cross or double fund learning supported by devolved ASF for South Yorkshire residents with:
- ASF from national DFE funds;
  - ASF from other devolved budgets;
  - Apprenticeships;
  - Advanced learner loans bursary fund;
  - Advanced learner loan facility.
- Skills Bootcamps:
- National 24+ Free Courses for Jobs;
  - Multiply;
  - UKSPF;
  - Any other training provision funded by SYMCA or the Government.
- 2.6 You must complete learner records accurately, including the resident's Unique Learner Number (ULN) field, in order to access Authority funding. As South Yorkshire's overall ASF allocation is calculated by Government based on residency within the Authority area, it is particularly important that, as part of your initial assessment, you ensure the resident's postcode relates to where the individual resides at the start of their programme of learning and where they expect to be living for the duration of that learning. Should any changes occur in year the Learner Record Service information must be updated.
- 2.7 You must hold evidence to assure the Authority that you are using the funding appropriately. Most evidence will be generated from your normal business processes such as completion of the ILR. We retain the right to request performance management information and related evidence as part of our ongoing risk-based performance management process.
- 2.8 We expect high quality provision delivering measurable impact on the progression and outcomes for our residents and value for money for the public purse.
- 2.9 The Authority supports sub-contracting where it:
- Extends the breadth and reach of provision to under-represented or hard to reach residents, provides opportunities to offer small scale, niche, or specialist provision; or
  - Encourages employers to recruit and develop their workforce.
- 2.10 You must take your own legal advice about the impact of Public Contracts Regulations 2015 on your recruitment of delivery Sub-contractors and have this

advice available for inspection by us on request. If your organisation does not apply a rigorous sub-contracting due diligence process, we will review your funding arrangements and limit your ability to sub-contract provision.

- 2.11 A maximum of 20% management fee per sub-contracted learning organisation can be applied.
- 2.12 A maximum of 25% of a learning organisations total allocation can be sub-contracted. The only exception to this is for provision delivered by Local Authorities where we recognise the benefits of working with the voluntary and community sector within a local authority area.
- 2.13 Please note that ASF and FCFJ have separate funding requirements. As such the 25% maximum allowed under subcontracting arrangements is by funding stream, not total value of allocation should you have allocations for both.
- 2.14 For the purposes of 2024/2025 delivery SYMCA is not asking for an additional external audit on sub-contracted provision. This will be reviewed on an annual basis.
- 2.15 Additional information on sub-contracting can be found at section 10 of this document and within your Grant Agreement or Call-off contract.
- 2.16 For both ASF and FCFJ the Authority has a minimum grant or contract value of £100,000. We may at our discretion consider on a case-by-case basis contracts under this value only if there is a strong demonstration of strategic fit to local priorities and/or the provision is niche in nature.
- 2.17 We will in advance of the 1<sup>st</sup> August 2024:
- For any new learning organisations starting delivery in 2024/2025 we will undertake additional onboarding activities which may include (but are not limited to) teams and face to face sessions with SYMCA officers;
  - Undertake an initial review of all learning organisations including checks on Ofsted grading;
  - Undertake a financial due diligence exercise;
  - Agree a Delivery Plan (the value of which forms part of your grant or Call-off contract);
  - Develop and agree a payment schedule.
- 2.18 The action undertaken in 2.17 will inform our performance management arrangements, which will apply to your funding agreement in 2024/2025 and will also be set out in further detail in our Performance Management Framework document for 2024/2025. This will be published on our website.

### Funding rates and formula

- 2.19 You can access this information in our ASF: Funding Rates and Formula document

2024/2025. This will be published on our website.

## Fees and charging

- 2.20 You must not make compulsory charges relating to the direct costs of delivering a learning aim to residents we fully fund, including those with a statutory entitlement to full funding for their learning. Direct costs include any essential activities or materials without which the learner could not complete and/or achieve their learning aim or programme.
- 2.21 If a fully funded learner needs a Disclosure and Barring Service (DBS) check to participate in learning, you cannot charge them for this. If the learning is associated with the learner's employment, their employer is responsible for carrying out and paying for this check.

## Qualifying days for funding

- 2.22 A learner must be in learning for a minimum number of days between their Learning Start Date and Learning Planned End Date before you can earn funding, including learning support. You can access this information in our ASF: Funding Rates and Formula document 2024/2025 (this will be published on the Authority's website). This does not apply where the learner achieves the learning aim.

## Recognition of Prior Learning (RPL)

- 2.23 A learner could have prior learning that has been previously accredited by an awarding organisation or could be formally recognised and count towards a qualification. If this is the case, you must:
- Reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need;
  - Follow the policies and procedures set by the awarding organisation in regard to recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied; and
  - Ensure you have a robust internal RPL policy and appropriate resources to deliver RPL.
- 2.24 We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
- 2.25 You must not use prior learning to reduce funding for English and maths qualifications up to and including Level 2 or essential digital skills qualifications up to and including Level 1. It is essential that the initial assessment is followed by diagnostic assessment to underpin a tailored programme of learning to address needs.
- 2.26 If a learner enrolls on an advanced subsidiary (AS) Level qualification followed by an

advanced (A) level, you must reduce the funding claimed for the A Level to take account of the prior study of the AS Level and record this in the 'Funding adjustment for prior learning' field in the ILR. You can access ILR information on GOV.UK. [Individualised Learner Record \(ILR\) technical documents, guidance and requirements \(submit-learner-data.service.gov.uk\)](#)

### Guided learning hours (GLH)

- 2.27 Where guided learning hours delivered are less than 75% of the hours on 'Find a Learning Aim' SYMCA expect that there will be a robust audit trail on file for that learner.
- 2.28 Where GLH are less than 75% than the published rate on 'Find a Learning Aim' we expect all learning organisations to reduce funding claimed proportionally for RPL where this is applicable.
- 2.29 For the 2024/2025 academic year SYMCA will not be introducing a minimum GLH requirement as part of contracts and/or funding agreements. This will be reviewed on an annual basis.
- 2.30 For learning organisations delivering non-regulated programmes and/or tailored learning the learner file must evidence 100% of delivery.

### Breaks in learning

- 2.31 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. We will not fund a learner during a break in learning.
- 2.32 You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks in learning can be found in the ILR provider support manual for 2024/2025. [Individualised Learner Record \(ILR\) technical documents, guidance and requirements \(submit-learner-data.service.gov.uk\)](#)
- 2.33 You must not use a break in learning for short-term absences, such as holidays or short-term illness.

### Residency eligibility

- 2.34 Determining eligibility based on nationality, immigration status and other related considerations is a matter for central government, particularly in light of the United Kingdom's withdrawal from the European Union. You are required to follow any directive given by the Secretary of State in this regard and the Authority is adopting the eligibility for funding rules as set out in the relevant section of the DfE's Adult Skills Fund - Funding and Performance Management Rules 2024/2025 ('the DfE

Rules') insofar as they apply to individuals resident within South Yorkshire.

- 2.35 You must check the eligibility of a learner at the start of each learning aim or programme and only claim funding if the resident is eligible and has a post code which confirms they reside in Barnsley, Doncaster, Rotherham, or Sheffield. This can be checked here <https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>
- 2.36 Individuals will be eligible for SYMCA funded ASF if they meet the criteria in paragraph 2.35; the learning is taking place in South Yorkshire, and they fulfil the residency requirements set out in one or more of the following categories:
- UK nationals and other persons with right of abode;
  - UK nationals in the EEA;
  - EEA nationals in the UK;
  - Other non-UK nationals.
- 2.37 Additional information on eligibility is contained in Annex A.

### 3. Local Flexibilities for 2024/2025

- 3.1 The Authority has approval (subject to strategic fit and affordability) to take forward a number of additional flexibilities in the 2024/2025 academic year. Some of these flexibilities are applicable from the 1st August 2024 whilst a number will be developed throughout the 2024/2025 academic year in conjunction with learning organisations.

#### Introduction of new flexibilities from 1st August 2024

- 3.2 We have introduced an outcomes framework - we will continue to onboard learning organisations on a phased basis in 2024/2025 with a view to all learning organisations being part of the outcomes framework from the 2025/2026 academic year.
- 3.3 We have introduced a fully funded Digital Entitlement for learners who are assessed at being at entry level 2, entry level 2 or below.
- 3.4 From 1<sup>st</sup> August 2024 we will fully fund pre-Level 1 English for Speakers of Other Languages (ESOL) qualifications to support those learners not ready to undertake regulated ESOL aims.
- 3.5 We will offer full funded legal entitlement courses for all learners 19+ (currently 19-23 only) undertaking English, maths and ESOL (where applicable) up to Level 2 to encourage take up of legal entitlement courses and enable more disadvantaged learners to receive fully funded provision.

#### In development during 2024/2025

- 3.6 The Authority will be discussing with learning organisations in 2024/2025 how to develop the following proposals further:
- 3.6.1 To look at the development and introduction of bridging qualifications to fill the gaps in knowledge for learners having completed a Level 2 qualification in order for them to be able to progress to Level 3.
  - 3.6.2 To look at the development and introduction of units and shorter qualifications to allow learning organisations to develop programmes including units and short qualifications combined to make provision more accessible to learners.
  - 3.6.3 To look at the development and introduction of Level 4 and Level 5 capacity building courses such as teaching qualifications that are not currently full funded to support increasing the capacity of tutors across the learning organisation base.

### Changes to come during and post 2024/2025

- 3.7 From the 1<sup>st</sup> August 2024 we are increasing the low earnings threshold for Free Courses for Jobs (FCFJ) only from £21,255 to £30,476.96 to enable progression. This is based on South Yorkshire median wage data.
- 3.8 Standard of minimum guided learning hours (GLH) – although the Authority will not be making this a contractual requirement for 2024/2025 this is likely to be introduced for the start of the 2025/2026 academic year.

## 4. What we fund

### Eligible Non-Regulated learning

- 4.1 Where you are contracted to deliver non-regulated learning via Lot 2, tailored learning or learning funded by the Innovation Fund, you must ensure it is eligible for funding. The learning could include:
- independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work;
  - locally commissioned and/or locally developed basic knowledge and skills needed to access technical qualifications;
  - employability and labour market re-entry;
  - locally commissioned and/or locally devised technical education short courses (also known as taster sessions);
  - tailored learning courses, please refer to Annex C for additional information;
  - basic skills digital courses, including where learners are unable to undertake digital skills qualification specified in the digital entitlement for those aged 19 or older.
- 4.2 The eligibility principles we apply to non-regulated learning are as follows:

- it must not be provision linked to UK visa requirements;
- it must not be provision linked to statutory employer requirements (including a licence to practise) unless there is an agreed concession of the type described in Clause 3.1 in place;
- it must not be vendor-specific provision, linked to a particular employer or commercial system;
- it must not be learning, for example, 'induction to college', that should be part of a resident's experience;
- it must not be a non-regulated version of a regulated qualification;
- It must not be above notional Level 2. (that is at notional Level 3 or 4 or above);
- at notional Level 2 it must focus on technical provision;
- where appropriate for the resident, you can deliver local flexibility provision alongside a legal entitlement qualification; and
- residents aged 19 to 23 progressing towards their first full level 2, must undertake learning at entry and/or Level 1 only from funding flexibility.

4.3 Where you are delivering non-regulated learning, you must ensure you have appropriate and robust quality assurance processes in place, such as 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. Further information on RARPA is available from the Learning and Work Institute <https://learningandwork.org.uk/resources/research-and-reports/rarpa/>

### Approved qualifications

- 4.4 Where you deliver regulated qualifications and/or their components, you must ensure they are eligible for ASF funding and available on [Find a Learning Aim](#), unless agreed in writing by exception with the Authority.
- 4.5 Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or components 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.
- 4.6 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 OR programmes of learning agreed with the Authority that have then been entered on the 'Find a Learning Aim' service.
- 4.7 If the National Academic Recognition Information Centre or UK ENIC (<https://www.ecctis.com/>) have confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the Level 2 and Level 3 legal entitlement, the resident will be deemed to have achieved their first Level 2 and/or Level 3 qualification. <https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>),

- 4.8 Certain qualifications that are linked to occupational regulations or a licence to practice may be eligible if agreed as part of your Delivery Plan. You can find more information about these qualifications at the qualification's website (<https://www.qualifications.education.gov.uk>).
- 4.9 Before delivering a component unit of a qualification, you must check with the awarding organisation they provide a Learner registration facility, and the resident can achieve it alone or as part of accumulating achievement towards a full qualification.
- 4.10 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 (<https://www.gov.uk/guidance/how-to-access-your-personallearning-record>) guidance.

### National funding rates

- 4.11 For 2024/2025 the Authority are adopting the DfE's national funding rates for all ASF legal entitlements and core skills, tailored learning and learning and learner support.
- 4.12 National funding rates also support the delivery of flexible tailored provision for adults, including qualifications and components of these and/or non-regulated learning, up to Level 2. This will be referred to in the rules as the National Funded Offer. This funding is full or co-funded depending on the learner's age and circumstances. Details on full and co-funding can be found within the tables below paragraph 4.20.
- 4.13 Where appropriate for the learner and where it does not duplicate regulated learning for example, literacy and numeracy regulated aims whilst undertaking non-regulated tailored learning literacy and numeracy, you can deliver the National Funded Offer alongside a legal entitlement qualification. Details of the courses available under this offer are included here - <https://www.gov.uk/guidance/qualification-funding-approval/-other-approval-principles-esfa-funded-ASF-local-flexibility-offer-and-esf-offer-at-level-2-and-below>
- 4.14 Learning organisations delivering flexible tailored learning non-regulated qualifications must have a contract for tailored learning to do so.
- 4.15 Learners aged 19-23 progressing towards their first full Level 2, must undertake it from the National Funded Offer.

### National Funded Offer and legal entitlements



- 4.16 Learners aged 19 to 23 who progress to their first full Level 2, must only enrol on a qualification from the ESFA List of Qualifications approved for funding document from the qualifications website <https://www.qualifications.education.gov.uk>.
- 4.17 Learners aged 19 to 23 and aged 24 and over who are unemployed, who have already achieved at Level 2, or above can undertake learning up to and including level 2 qualifications or qualifications for the Level 2 legal entitlement available on the Qualifications website at [www.qualifications.education.gov.uk](http://www.qualifications.education.gov.uk) or the Find a Learning Aim Service. <https://submit-learner-data.service.gov.uk/find-a-learning-aim/>
- 4.18 Learners aged 24 and over who have not achieved a Level 2 qualification can undertake learning up to and including Level 2 qualifications from the National Funded Offer <https://www.gov.uk/guidance/qualification-funding-approval/-other-approval-principles-esfa-funded-ASF-local-flexibility-offer-and-esf-offer-at-level-2-and-below> or qualifications in the Level 2 legal entitlement list available on the Qualifications website at [www.qualifications.education.gov.uk](http://www.qualifications.education.gov.uk) or the Find a Learning Aim Service <https://submit-learner-data.service.gov.uk/find-a-learning-aim/>

### Contribution tables

- 4.19 The level of contribution for South Yorkshire Mayoral Combined Authority's funded ASF is set out in the table below, noting that all Level 3 provision delivered to 19-23 year olds will be funded from your ASF funding, not the 24+ free courses for jobs.
- 4.20 For those learners falling into the 'co-funded' categories below, the SYMCA expects that there is a minimum funding contribution towards the costs of learning of at least 50% of the course cost (before any uplifts are applied).

## SYMCA contribution for ASF funded for 19–23-year-olds

Provision	19–23-Year-Olds	Notes
English and maths for those aged 19 and over, up to and including Level 2	Fully funded	Must be delivered as part of the legal entitlement qualifications
Essential Digital Skills Qualifications up to and including Level 1	Fully funded	Must be delivered as part of the digital legal entitlement qualifications list
First full Level 2 (excluding English and maths and Digital	Fully funded	First full Level 2 must be delivered as part of the legal entitlement qualifications. Level 2 provision from the local flexibility offer will not be funded for 19- to 23-year-olds who do not have a first full Level 2 refer to the 'local flexibility and legal entitlements' section
Learning aims to progress to a full Level 2 – up to and including Level 1	Fully funded	Must be delivered as entry or level one provision from local flexibility
Level 3 legal entitlement (learners first full Level 3)	Fully funded	First full level 3 must be delivered as part of the legal entitlement qualifications
Level 3 free courses for jobs offer	Fully funded	Learners without a full Level 3 or above can access a qualification on the Level 3 adult offer qualification list.  Learners who already hold a Level 3 or higher and meet the definition of unemployed or who are in receipt of low earnings under the threshold of £30,476.96
Level 3 Advanced Learner Loan	Loan funded	A learner has already achieved a full Level 3 and does not meet the FCFJ low earnings threshold of £30,476.96. Advanced. Learner loans funding rules <a href="https://www.gov.uk/government/publications/advanced-learner-loans-funding-rules-2022-to-">https://www.gov.uk/government/publications/advanced-learner-loans-funding-rules-2022-to-</a>

Provision	19–23-Year-Olds	Notes
		<a href="#">2023/advanced-learner-loans-funding-rules-2022-to-2023</a>
English for Speakers of Other Languages (ESOL) learning up to and including Level 2	Fully funded	For those eligible through unemployed or employed, no low earnings threshold is applied:
Learning aims up to and including Level 2, where the learner has already achieved a first full Level 2, or above (see funding flexibility and legal entitlements section)	Fully funded	For those eligible through unemployed or who are in receipt of a low income
Learning aims up to and including Level 2 (excluding ESOL, see above), where the learner has already achieved a first full Level 2, or above (see funding flexibility and legal entitlements section)	Co-funded	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low earnings

## SYMCA Contribution for ASF funded for those 24+

Provision	24+	Notes
English and maths for those aged 19 and over, up to and including Level 2	Fully funded	Must be delivered as part of the legal entitlement qualifications
Essential Digital Skills Qualifications up to and including Level 1	Fully funded	Must be delivered as part of the digital legal entitlement qualifications list
First full Level 2 (excluding English and maths and Digital	Fully funded	For those eligible through unemployed or who are in receipt of a low earnings
First full Level 2 (excluding English and maths and Digital	Co-funded	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low earnings
Learning to progress to Level 2 (Local flexibility and legal entitlements)	Fully funded	For those eligible through unemployed or who are in receipt of a low earnings
Learning to progress to Level 2	Co-funded	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low earnings
Level 3 free courses for jobs offer	Fully funded	Learners without a full Level 3 or above can access a qualification on the Level 3 adult offer qualification list.  Learners who already hold a Level 3 or higher and meet the definition of unemployed or who are in receipt of the FCFJ low earnings threshold of £30,476.96.
Level 3 Advanced Learner Loan	Loan funded	A learner has already achieved a full Level 3 and does not meet the FCFJ's low earnings threshold of £30,476.96  Advanced Learner loans funding rules <a href="https://www.gov.uk/government/publications/advanced-learner-loans-">https://www.gov.uk/government/publications/advanced-learner-loans-</a>

Provision	24+	Notes
		funding-rules-2023-to-2024/advanced-learner-loans-funding-rules-2023-to-2024
English for Speakers of Other Languages (ESOL) learning up to and including Level 2	Fully funded	For those eligible through unemployed or employed no low earnings threshold is applied to ESOL learners who have not already achieved an ESOL qualification at level 2.
Learning aims up to and including Level 2, where the learner has already achieved a first full Level 2, or above (see funding flexibility and legal entitlements section)	Fully funded	For those eligible through unemployed or who are in receipt of a low earnings
Learning aims up to and including Level 2 (excluding ESOL, see above), where the learner has already achieved a first full Level 2, or above (see funding flexibility and legal entitlements section)	Co-funded	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of low earnings
Learning aims up to and including Level 2, where the learner has not achieved a first full Level 2, or above local flexibility and legal entitlements	Fully funded	For those eligible through unemployed or who are in receipt of a low earnings
Learning aims up to and including Level 2 (excluding ESOL, see above), where the learner has not achieved a first full Level 2, or above local flexibility and legal entitlements	Co-funded	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for learners in receipt of a low earnings

## Legal Entitlements

- 4.21 The ASF currently supports four legal entitlements, which enable full funding for eligible adult residents. These are set out in the Apprenticeships, Skills, Children and Learning Act 2009. Responsibility for delivery transferred from the SoS to the South Yorkshire Mayoral Combined Authority from 1st August 2021. If a resident meets the legal entitlement eligibility criteria, you must not charge them any course

fees.

4.22 The current legal entitlements enable eligible residents to be fully funded for the following qualifications:

- English and maths, up to and including Level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A\* - C or grade 4, or higher; or who have previously attained a GCSE Grade A\*- C or Grade 4 in either English and maths and has since been assessed in accordance with rule 3.29 that they lack sufficient numeracy or literacy skills to operate in everyday life; and/or
- First full qualification at Level 2 for individuals aged 19 to 23; and / or
- First full qualification at Level 3 for individuals aged 19 to 23
- Essential digital skills qualifications, up to and including Level 1, for individuals aged 19 and over, who have digital skills assessed at below Level 1.

4.23 The legal entitlements for Level 2 and Level 3 follow the definition of fullness in the full Level 2 and full Level 3 sections respectively. A learner can only be fully funded for one vocational qualification from the entitlement qualifications list when exercising their legal entitlement. Appropriate information, advice and guidance should be given to a resident and the learner should be made aware of their entitlement rights and progression routes available on completing an entitlement qualification.

4.24 Eligible Residents exercising their legal entitlement, must be enrolled on qualifications that are on the approved for funding list through the relevant entitlement:

- DfE list of qualifications in the Level 2 and Level 3 legal entitlement and/or
- DfE list of qualifications in the English and maths legal entitlement
- DfE list of qualifications in for essential digital skills entitlement

### English and maths for those aged 19 or older

4.25 We will fully fund residents, including residents who are employed, aged 19 or older, who have not previously attained a GCSE grade A\* to C or grade 4 or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:

- GCSE English language or maths.
- Functional Skills English or maths from Entry to Level 2; and/or
- Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education.

4.26 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.

- 4.27 You must not enrol residents on qualifications, which are not necessary for progressing towards a GCSE or Functional Skills Level 2. It is essential that the initial assessment is followed by diagnostic assessment to underpin a tailored programme of learning to address needs.
- 4.28 You must not fund an apprentice for English or maths from the ASF.
- 4.29 For those learning organisations who have a contract to deliver tailored learning we will fully fund non-regulated English and maths learning for Residents, including those assessed at Pre-Entry Level, aged 19 years and over with significant learning difficulties or disabilities as part of a personalised learning programme. Where assessment has identified the learner cannot undertake:
- GCSE English Language or maths,
  - Functional Skills English or maths from Entry to Level 2 or:
  - Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education.
- 4.30 You must:
- Carry out a thorough initial assessment to determine a resident's current level using current assessment tools based on the national literacy and numeracy standards and core curriculums.
  - Offer CEIAG throughout the learners programme.
  - Carry out an appropriate diagnostic assessment to inform and structure a Learner's evidence pack to use as a basis for a programme of study.
  - Enrol the Learner on a level above that at which they were assessed and be able to provide evidence of this.
  - Deliver ongoing assessment to support learning; and
  - Record the evidence of all assessment outcomes in the Learner file.
- 4.31 The assessments must place a Learner's current skills levels within the level descriptors used for the Regulated Qualifications Framework (RQF).

### Digital skills for those aged 19 and over

- 4.32 We will fully fund individuals, including individuals who are employed, aged 19 or older, assessed at below Level 1, as part of their legal entitlement on the day they start the following qualifications:
- Essential Digital Skills Qualification (EDSQ up to and including Level 1)
- 4.33 We will fully fund non-regulated learning for learners, including those assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has clearly identified that the resident cannot undertake an Essential Digital Skills qualification approved by the Department for Education at Entry Level or Level 1.

- 4.34 This provision must be aligned with the national standards for essential digital skills (<https://www.gov.uk/government/publications/national-standards-for-essential-digital-skills> ) and must not be a non-regulated version of a regulated qualification (see rules for non-regulated learning).
- 4.35 You must:
- Carry out a thorough initial assessment using current assessment tools based on the national standards for essential digital skills Offer CEIAG throughout the learners programme.
  - Carry out an appropriate diagnostic assessment to inform and structure a learner’s evidence pack to use as a basis for a programme of study:
  - Enrol the learner on a level above that at which they were assessed and be able to provide evidence of this:
  - Deliver ongoing assessment to support learning; and:
  - Record the evidence of all assessment outcomes in the evidence pack.
- 4.36 The assessments must place a learner’s current skills levels within the level descriptors used for the Regulated Qualifications Framework (RQF).

### English for Speakers of Other Languages (ESOL)

- 4.37 We will fully fund provision for all residents aged 19 and over on the day they start their ESOL learning aim. We will fund ESOL learning up to and including Level 2.
- 4.38 Providers offering ESOL qualifications may need to deliver additional learning to residents that incurs additional cost above the qualification rate. You can access information on this in the ASF: Funding Rates and Formula and the subsequent related documents for 2024/2025 which are published on the Authority’s website.

### British Sign Language

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

### Full Level 2



- 4.41 Level 2 is the level of attainment which, is demonstrated by:
- A General Certificate of Secondary Education (GCSE) in five subjects, each at grade 4 (C) or above, or
  - A Technical Certificate at Level 2 which meets the requirements for the 16 to 19 performance tables here - [https://www.gov.uk/government/collections/school-and-college-performance-measures?\\_ga=2.195388143.2128884714.1663254470-411273729.1637826888](https://www.gov.uk/government/collections/school-and-college-performance-measures?_ga=2.195388143.2128884714.1663254470-411273729.1637826888)
- 4.42 If a learner, aged 19 to 23 has achieved a Level 2 qualification that was, at the time they started, or still is, classed as a full Level 2, any subsequent Level 2 qualifications will be co-funded. It will be fully funded if they, meet the definition of legal entitlement, unemployed or meet the eligibility criteria for learners in receipt of a low income. Please email [qualifications.esfa@education.gov.uk](mailto:qualifications.esfa@education.gov.uk) if you need advice on a previous qualification's designation.

### Full Level 3

- 4.43 Level 3 is the level of attainment which is demonstrated by a:
- General Certificate of Education at the Advanced Level in 2 subjects
  - General Certificate of Education at the AS Level in 4 subjects
  - QAA Access to Higher Education (HE) Diploma at Level 3
  - Core maths at Level 3
  - Technical level, or applied general qualification at Level 3, which meets the requirements for the 16 to 19 performance tables.
- 4.44 If a learner, has achieved a Level 3 qualification that was not classed as a full Level 3 at the time they started it but has since been classed as a full Level 3 and wants to enrol on any subsequent Level 3 qualification of any size, they may apply for an advanced learner loan (provided the qualification is designated for funding, and subject to learner eligibility conditions), or pay for their own learning.
- 4.45 A learner will be fully funded under the Level 3 adult offer if they, meet the definition of legal entitlement, unemployed or meet the eligibility criteria for learners in receipt of a low income. Please see the contribution tables at paragraph 3.16.
- 4.46 Please email [qualifications.esfa@education.gov.uk](mailto:qualifications.esfa@education.gov.uk) if you need advice on a previous qualification's designation.
- 4.47 For new linear AS and A Levels, where a learner enrolls on an AS qualification and continues with further study to take the A Level qualification in the same subject, you must record both the AS and A Level in the ILR. The AS learning aim will be funded separately to the A Level learning aim and you must adjust the funding in line with paragraph 2.22 – 2.25 Recognition of Prior learning

## 19 – 23 Adult Offer and the Level 3 legal entitlement

- 4.48 Eligible 19 to 23-year-old learners can access all qualifications from the Level 3 adult offer. If a learner aged 19 to 23 completes a qualification that is:
- Included on both the legal entitlement list and the Level 3 adult offer list they will have exercised their Level 3 legal entitlement. For more information on the eligibility criteria please refer to the tables at paragraph 4.19 onwards.

## 24+ Level 3 Free Courses for Jobs (FCFJ)

- 4.49 The Level 3 adult offer has been developed to support adults without an existing full Level 3 qualification. The offer includes:
- Level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults aged 24+ can now access (subject to employment status and low earnings threshold) fully-funded Level 3 provision from the list of Level 3 free courses for jobs qualifications available via the DfE list of qualifications approved for funding ([DFE list of qualifications approved for funding](#))
  - Support funding: our aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning. Where you identify that a learner has a learning difficulty and/or disability, or a financial barrier, your SYMCA ASF funding enables you to claim learning support and/or learner support funding to meet the additional needs of learners.
  - 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.
- 4.50 An uplift is payable at 2 different rates and follows the earnings methodology set out in our funding rates and formula document. This uplift should be used to support delivery of the Level 3 adult offer.
- 4.51 Only Level 3 qualifications included in 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.
- 4.52 When qualifications are added to the list of qualifications included in this offer, they will become eligible for funding from that publication date and will not be backdated to the start of the Level 3 adult offer (1<sup>st</sup> April 2021) or the start of the funding year.
- 4.53 The mix and balance of the split between regulated delivery on the DfE approved list and additional SYMCA priority provision under ‘flexibilities’ is subject to prior

approval by the Authority. The Authority will not fund provision not previously agreed for approval and in line with agreed delivery plans.

- 4.54 We will fully fund individuals as part of this offer where they:
- Are aged 24 or above on 31<sup>st</sup> August within the 2024/2025 funding year;
  - Have not achieved a full Level 3 qualification, or above which meets the requirements set out in the full Level 3 section or;
  - Have not achieved a qualification available through the Level 3 offer unless that qualification is a short qualification as set out below;
  - Enrol on the Level 3 adult offer qualifications approved for funding;
  - We will also fully fund individuals as part of the offer where they:
    - Meet the unemployment or learners in receipt of FCFJ low earnings criteria of £30,476.96 and:
    - 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 qualifications list (DfE list of qualifications approved for funding), that qualification must have been achieved before 1<sup>st</sup> April 2024 or;
    - If they have achieved a short qualification as set out below, and that was achieved after 1<sup>st</sup> April 2023 the individual is eligible for one further qualification through the offer.
- 4.55 Enrol on the Level 3 adult offer qualifications approved for funding with effect from 1st April 2024.
- 4.56 Once a learner has achieved their qualification(s) in line with the paragraphs above, they will have exhausted their eligibility for the offer.
- 4.57 Please refer to Annex E which sets out how you should record the information needed to enable accurate payments to be made
- 4.58 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 Level 3 free courses for jobs offer – short qualification within find a learning aim (<https://submit-learner-data.service.gov.uk/find-a-learning-aim/>).
- 4.59 Once a learner has been funded by FCFJ in line with the paragraphs above, they will have exhausted their eligibility for the offer and can no longer access FCFJ funding. Learners accessing the low earnings threshold and unemployment flexibilities cannot be funded if they have previously been funded via FCFJ.
- 4.60 You must not claim for ASF funding where learners are already being funded through an advanced learner loan (ALL), or Skills Bootcamp (where applicable), for qualifications that are in the Level 3 adult offer. The criteria for ALL can be found in the ALL funding rules 2024 to 2025.

## Learning in the workplace

- 4.61 We will fund any regulated qualifications and/or learning aims which are delivered on site at an employee's workplace. You must ensure they are approved for ASF funding and available on [find a learning aim](#).

## The Prince's Trust Team Programme

- 4.62 This is a 12-week course designed to improve confidence, motivation, and skills for eligible 16-25-year-olds. Each 'team' recruits a mix of young people of different abilities and backgrounds, including employees sponsored by their employer. The Authority fund the team programme, providers in partnership with the Prince's Trust run and manage it on a local basis.
- 4.63 In order to deliver the Team Programme, you must get approval from the Prince's Trust. (<https://www.princes-trust.org.uk/>). The Authority will fund the Team Programme eligible residents aged 19 to 25 through our ASF funding methodology. Please also refer to the Prince's Trust section in the ASF: Funding Rates and Formula for All Learning Organisations for 2024/2025.

## Job outcome payments

- 4.64 For fully funded residents who are unemployed, we will pay 50% of the achievement payment if they start a job before achieving the learning aim. If the resident then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:
- The resident must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for four consecutive weeks.
  - Where the resident was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these.

## What we will not fund

- 4.65 We will not fund:
- Qualifications, units, or learning aims that are not listed on the Find a Learning aim or on the ESFA list of qualifications approved for funding manual. [https://submit-learner-data.service.gov.uk/find-a-learning-aim/List of DfE qualifications approved for funding on the](https://submit-learner-data.service.gov.uk/find-a-learning-aim/List%20of%20DfE%20qualifications%20approved%20for%20funding%20on%20the) <https://www.qualifications.education.gov.uk/Search>
  - Residents in custody. The Ministry of Justice funds prison education in England. Please note you can use your ESFA funded ASF to fund individuals released on temporary licence as set out in the unemployed section.
  - Any part of any learner's learning aim or programme that duplicates provision they have received from any other source
  - End-point assessment outside of apprenticeship standards, which is subject

- to Ofqual external quality assurance and regulated as a qualification
- Training through devolved ASF, where a learner is undertaking or planning to undertake an apprenticeship:
  - Programmes or learning aims that replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
  - Career-related training that conflicts with the apprenticeship aims
  - Learning that takes place during the apprentice's working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to.
- A resident to repeat the same regulated qualification where they have previously achieved it, unless it is for any GCSE where the learner has not achieved grade (C) or higher or Grade 4 or higher or the learner has been assessed in accordance with rule 3.29 that they lack sufficient numeracy or literacy skills to operate in everyday life.
- A resident to sit or resit a learning aim assessment or examination where no extra learning takes place.
- Residents who are ineligible for funding.
- Residents whose Education, Health and Care (EHC) plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.

## 5. Who we will fund

- 5.1 We will fund individuals who are South Yorkshire residents, who on the first day of learning within the 2024/2025 Funding Year are aged 19 or older on the 31<sup>st</sup> August 2024.
- 5.2 You must check the eligibility of the learner and their residency ensuring they reside within the local authority areas of Barnsley, Doncaster, Rotherham and Sheffield at the start of each learning aim and only claim funding for eligible Residents unless otherwise agreed in writing with the Authority. Learner postcodes can be checked for eligibility at:  
<https://www.gov.uk/government/publications/uplift-factors-and-postcode-files>
- 5.3 The age of the resident on 31<sup>st</sup> August in the funding year determines whether their learning is funded through the Authority's ASF funding methodology (for individuals aged 19 and over), or the ESFA's young people's funding methodology (for individuals aged 16 to 19 and those aged 19 to 24 with an Education Health & Care Plan).
- 5.4 All individuals aged 19 or over on 31<sup>st</sup> August who are continuing a programme they began aged 16 to 18 ('19+ continuers') will be funded through the ESFA's young people's funding methodology (for 16 to 19-year olds).
- 5.5 To be funded by the Authority, on the first day of learning a resident must be aged

19 or older on 31<sup>st</sup> August within the 2024/2025 funding year. The resident must be able to achieve the learning aim or programme of study in line with their initial assessment and individual learning plan.

- 5.6 Residents will be eligible for funding for the whole of the learning aim or programme if they are eligible for funding at the start, even if the duration is for over one academic year. You must reassess the learner eligibility for any further learning they start.

### Unemployed residents

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

- They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only.
- Receive Employment and Support Allowance (ESA)
- Receive Universal Credit (UC), and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner)
- Are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

- 5.8 Learning Organisations may also use their discretion to fully fund other residents if any of the following apply. The learner:

- Receives other state benefits (not included in the list above) and their take-home pay (disregarding UC payments and other benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 a month (learner has a joint benefit claim with their partner), and
- Wants to be employed, or progress into more sustainable employment, and their take-home pay (disregarding UC payments and other benefits) is less than £617 a month (learner is sole adult in their benefit claim) or £988 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

- 5.9 This evidence should be retained in a learner's evidence pack.

### Residents aged 19+ (including English, maths, ESOL and Digital)

- 5.10 We will fully fund learners aged 19+, including residents who are employed on the day they start the following learning:

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

- Local flexibility provision;
- ESOL up to Level 2.

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

5.12 Please see paragraphs 4.37 to 4.38 in relation to ESOL.

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

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

5.14 We will fully fund residents aged 24 or older on the day they start provision up to Level 2/ GCSE/or equivalent qualifications in English and maths. For those learners who need to refresh skills or learn new ones. Learners must be assessed in accordance with rule 4.22 that they lack sufficient numeracy or literacy skills to operate in everyday life.

5.15 If you have secured a Lot 1 Call-off contract where you can fully fund residents undertaking a full Level 2 please follow the guidance set out in Annex E.

5.16 Otherwise, we will co-fund all other learners aged 24 years and older for provision up to and including a Level 2.

5.17 Please see paragraphs 4.37 to 4.38 in relation to ESOL.

### Residents with learning difficulties or disabilities

5.18 The Authority will fund residents with learning difficulties and disabilities as set out in the Apprenticeship, Skills, and Children Learning Act 2009 and securing reasonable facilities for education and training suitable to the requirements of persons who are 19 and over set out in para 4.1. This includes residents with an identified learning difficulty or disability who have previously had an Education, Health and Care Plan (EHC) plan and have reached the age of 25.

5.19 The young people's funding methodology will apply to learners aged 19 to 24, who have an EHC plan and require provision and support costs.

### Residents with an Education, Health and Care Plan (EHCP)

5.20 To access provision and support costs you must inform us before the start of the 2024/2025 funding year where a resident:

- has reached the age of 25 and has not completed their programme of learning

- as set out in their EHC plan by the end of the previous funding year; or
- will reach the age of 25 in the funding year, where their EHC plan is not extended by their local authority to allow them to complete their programme of learning.

5.21 The resident must:

- have an EHC plan that confirms their needs could only be met by the training organisation they are, or were, attending
- continue to make progress on the programme of learning as set out in their EHC plan.

5.22 We will not fund residents whose EHC plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.

5.23 If a learner has an EHC Plan you must report this in the 'Learner Funding and Monitoring' fields in the ILR.

### Residents in receipt of low earnings/low income

5.24 The Authority has set a low-earnings threshold salary level to **£30,476.96** for level 3 Free Courses for Jobs to enable progression. For all other learners we will maintain the Real Living Wage or the equivalent of the new real living wage of £12.00 per hour, and full time equivalent e.g., £23,400 for 37.5-hour week. The salary level will be kept under review.

5.25 You must be satisfied the resident meets the eligibility criteria and note the amount of the real living wage in paragraph 4.24.

5.26 You must have seen evidence of the resident's gross annual wages in these circumstances. This could be a wage slip within 3 months of the resident's learning start date, or a current employment contract, which states gross monthly/annual wages. You must record what evidence you have seen, with a signature from the member of staff to acknowledge the said evidence. Please note this is not an exhaustive list but you must have audit evidence on file to support your decision to award full funding to an individual who would normally be eligible for co-funding. Please refer to Annex E which sets out how you should record the information needed to ensure accurate payments to be made.

5.27 To claim full funding for learners who meet the low earnings threshold, excluding those on qualifications included in the Level 3 free courses for jobs offer, you must use LDM code 391 and FFI code 1.

### Learners in The Armed Forces

5.28 We will fund Armed Forces personnel, Ministry of Defence (MoD) personnel or civil and crown servant's resident in South Yorkshire who meet the criteria in section 3,



and where learning takes place in South Yorkshire. We will class members of the British armed forces on postings outside of the EU, including their family members, as ordinarily resident in the UK.

- 5.29 Members of other nations' armed forces stationed in South Yorkshire, and their family members, aged 19 and over, are eligible for ESFA funded ASF, set out in section 3, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning.
- 5.30 We will not fund family members that remain outside of England

### Learners temporarily resident outside of South Yorkshire

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

### Learners who live in Wales, Scotland or Northern Ireland

- 5.33 Wales, Scotland and Northern Ireland have their own funding arrangements. You must develop arrangements with the relevant devolved administration if you are planning to deliver a significant quantity of learning to learners who do not live in South Yorkshire.

### Who we will not fund - residents not eligible for funding

- 5.34 You must not claim funding for individuals who do not meet the eligibility criteria set out above. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
- Those who are in the UK without authority or lawful status.
  - Those who are resident in the United Kingdom on student visa unless they are eligible through meeting any other of the categories described in Annex A.
  - Non-EEA citizens who are in the United Kingdom on holiday, with or without a visa.
  - Non-EEA citizens who are a family member of a person granted a student visa, have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning.
  - Those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.
  - Learning organisations must not fund learners who do not have enough time left on their visa to complete the course and/or programme of learning and who do not intend to or will not be eligible to re-new their visa.

- Where a course continues past a learners visa expiry date learning organisations may at their discretion fund that learner only where they have a high degree of certainty that the learners intends and will be eligible to re-new their visa.

5.35 Armed Forces family members that remain outside of South Yorkshire.

5.36 The Authority will not fund a resident whilst on a break on learning:

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

## 6. Learning and Learner support

### Learning Support

6.1 The ASF's over-arching aim is to support as many eligible adult residents as possible to access learning. Some residents will need additional support to start or stay in learning. Where you identify that a learner has a learning difficulty or disability, or a financial barrier, your ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of residents.

6.2 Support for learners undertaking tailored learning is funded from within the tailored learning allocation.

6.3 Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the Equality Act 2010, Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/contents>) for residents who have an identified learning difficulty or disability, to achieve their learning goal. Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.

6.4 You must:

- Carry out a thorough assessment to identify the support the learner needs.
- Agree and record the outcome of your assessment in the learner file.
- Record details of the reasonable adjustments required and how support will be planned and delivered
- Record and retain the appropriate evidence to demonstrate that the planned support has been delivered.
- Record all outcomes on the evidence pack and keep all evidence of the assessment of the needs, planned and actual delivery, and:
- Report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the 'Learning Delivery Funding and Monitoring' field and entering the corresponding dates in the

'Date applies from' and 'Date applies to' fields. Learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made

- 6.5 You can claim learning support at a fixed monthly rate if you report it in the ILR. You must use the EAS if your costs exceed this monthly rate and you must keep evidence of these costs. You can claim learning support if learning continues past the planned end date and the learner needs continued support. There is an exception when you may claim the entire cost through the EAS. These are where the learning aim is delivered in less than one calendar month. This does not apply to any non-formula tailored learning.
- 6.6 All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate, up to £19,000 you must also use the earnings adjustment statement [statement \(EAS\) \(https://www.gov.uk/government/publications/earnings-adjustment-statement-eas-2023-to-2024\)](https://www.gov.uk/government/publications/earnings-adjustment-statement-eas-2023-to-2024). For any costs over £19,000 please see the next section for exceptional learning support.
- 6.7 You must keep evidence of these additional costs in the evidence pack. You must only record the excess amount on the EAS, not the whole learning support cost. Unless a learning aim is delivered in less than one calendar month, in this case you may claim the entire cost through EAS.

### Exceptional learning support claims above £19,000

- 6.8 If a learner needs significant levels of support to start or continue learning and has support costs of more than £19,000 in a funding year, you can claim the amount above £19,000 as exceptional learning support (ELS). The amount up to £19,000 should be claimed via the fixed monthly rate claim process set out above.
- 6.9 Residents aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority.
- 6.10 You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs more than £19,000 in a funding year, by completing and sending an ELS claim form to <https://www.gov.uk/government/publications/exceptional-learning-support-cost-form> copying in your Contract Manager.
- 6.11 To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the resident does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reasons(s) why the resident does not need an EHC plan.

- 6.12 When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support claim. You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

### Learner support

- 6.13 This funding is included in your ASF grant or contract and will be paid as part of your agreed payment profile. This is not an additional amount to your confirmed allocation total.
- 6.14 Please see Annex B for additional information on learner and learning support.

### ICT Devices and Connectivity

- 6.15 Please see Annex B.

## 7. South Yorkshire Framework Procured Provision

- 7.1 Over time, the Authority will make full use of the freedoms and flexibilities afforded by devolution. The Authority is committed to maintaining stability in the system so will continue to mirror the ESFA's ASF (where appropriate) current national funding rates and formula, learning aims and qualifications as well as delivering statutory entitlement learning as per our devolved responsibilities.
- 7.2 The Authority is applying the National Funding rates to Lot 1 provision only, and you must make sure that the resident and the learning aim or programme are eligible for funding. You must also refer to our ASF: funding rates and formula document 2024/2025 and Annex E which sets out how you should record the information needed to enable accurate payments to be made.

### Framework Agreement Lot 1 Unemployed, Employed and Self-Employed residents.

- 7.3 This lot is for provision to support South Yorkshire residents looking to reskill or upskill by gaining qualifications, and is complementary or additional to any national/regional or locally funded activity and should include at least the following activities:
- Learner must be 19+ - First qualification, Legal entitlements, Maths & English, RQF, Regulated learning only.
  - Robust IAG – use of learner and learning support.
  - Unemployed & SWAPS - Inactive - linking into Apprenticeships, UKSPF, Skills Bootcamps, tailored learning support and other provision.
  - Employed, self-employed, at risk of redundancy.
  - Employed - Priority SSA's – **Health/Care, public services, Construction/built environment. Engineering and Manufacturing Technologies, Science and Maths, Information. Communication Technology/Digital(Support [LSIP](#) ) &**

### ***Green skills.***

- 7.4 If you have secured a contract for this provision, you should submit the data through the ILR and it can include up to Level 2 qualifications in English, maths, and digital reflecting the current national entitlement (as a minimum).
- 7.5 Sector Work Academy Programme (SWAP)- Information on how you should deliver the SWAPs will have been agreed as part of your Call-off contract are set out below.
- 7.6 The SWAP must be linked to our key employment sectors. 1- Health, Public Services and Care; 4 - Engineering and Manufacturing Technologies; 5 - Construction, Planning, and the Built Environment; 6 – Information and Communication Technology; 7 - Retail and Commercial Enterprise and 15 - Business, Administration and Law.
- 7.7 The SWAP can last up to six weeks and will have 4 components;
- Pre employment training
  - Work experience
  - A guaranteed job interview
  - Licences to practice (directly related to a job)
  - Outcome payment of £250 for sustained employment of 13 weeks.
- 7.8 Only the pre-employment training element and the outcome payment can be funded through ASF. Jobcentre Plus fund the other components and will pay any travel and childcare costs while claimants are on the work experience placement. Unless the authority as part of your funding agreement has agreed an additional flexibility.
- 7.9 Learning organisations who are successful; will be part of the SWAP local design process, working closely with local JCP colleagues enable referrals to be made.
- 7.10 You must record in the evidence pack that you have seen the claimant's SWAP referral notification issued by Jobcentre Plus setting out start date and times for their DFE ASF funded pre-employment training.
- 7.11 Please refer to Annex E which sets out how you should record the information needed to enable accurate payments to be made.

### **Framework Agreement Lot 2 Reducing Barriers - Person Centred Approach model**

- 7.12 The focus will be on residents who face complex and/or multiple barriers providing person centred support, and motivation to enable them to develop confidence and resilience and be more active members of their local community.
- Learners must be 19+, Non-regulated.
  - Robust IAG – use of learner and learning support.
  - Moving hard to reach residents into work, such as inactive, over 50's, NEETS, ethnic minority groups, male/female into underrepresented industries,

learners with disabilities etc.

- Progression in/from eligible ASF training courses in Lot 1, FCFJ, Grant & ACL provision.
- Recognising specialist provision.
- Deliver non-regulated programmes to support in work progression.
- Filling the gaps of Grant provision and Adult Tailored Learning.
- On-going support to increase achievements and progressions onto higher level. regulated learning aims, into employment linking, Apprenticeships, UKSPF, Skills Bootcamps, community learning support and other provision. Should not duplicate - unemployed and economically Inactive – UKSPF, and other programmes working hand in hand.

7.13 Provision could include but is not limited to a focused person-centred support with individually tailored programmes and consistent with the non-regulated training. New approaches to flexible delivery and progression/destination tracking for up to a maximum of three years. Innovative end to end delivery models for specific cohorts of residents in each Local Combined Authority area within South Yorkshire

## 8. South Yorkshire's adult education offer – tailored learning

8.1 The Authority will not be following the DFE approach for 2024/2025 by allowing all learning organisations to utilise 5% of their allocations to deliver tailored learning. This will be reviewed on an annual basis.

8.2 This section only applies to those grant providers based in South Yorkshire who prior to the 1<sup>st</sup> August 2021 were in receipt of a non-formula community learning (now known as tailored learning) allocation which is now an ASF grant allocation underpinned by an agreed delivery plan. Plans will support the development of a South Yorkshire adult education offer, building on the excellent provision being delivered to residents in some of our most disadvantaged communities and those with complex and challenging lives.

8.3 The direction of travel is to engage residents in our most deprived and rural communities and enable them to connect to the world of learning and progress into employment.

8.4 Please also refer to Annex C for further information on tailored learning.

### Funding in 2024/2025

8.5 Funding Model 11 should only be used for tailored learning aims (see Annex E). These will be agreed as part of your Delivery Plan.

8.6 You will be paid in line with the monthly payment profile agreed alongside your Delivery Plan and you must attribute costs to eligible learners up to the value of your grant, including the costs of delivery and any learning or learner support costs, and these must be recorded in the learner's evidence pack.

- 8.7 You must not use non-formula tailored learning funding for learning that is eligible for funding through an Advanced Learner Loan or apprenticeship.
- 8.8 SYMCA will be asking those providers who are delivering tailored learning provision to submit additional detail on their tailored learning claims at regular intervals during the 2024/2025 academic year. Details of this will be included within the Payment and Performance Management Framework document which forms part of your 2024/2025 agreement.

## 9. South Yorkshire's adult education offer – Innovation Fund (Grant only)

- 9.1 The Authority will not be following the DFE approach for 2024/2025 by allowing all learning organisations to utilise 3% of their allocations to deliver innovative activity. To apply for funding via the Innovation Fund please email your enquiry to [asfcontracts@southyorkshire-ca.gov.uk](mailto:asfcontracts@southyorkshire-ca.gov.uk) in the first instance.
- 9.2 The ASF Innovation Fund has been established to enable the rapid deployment of funds to support projects which aid the economic and skills ambitions of South Yorkshire by:
- Building the conditions for inclusive economic growth which benefits everyone, creating good jobs, and encouraging businesses to invest and locate in South Yorkshire
  - Supporting people with the training and skills to find work, remain in work or progress in work.
  - Helping businesses secure the skills they need to be more productive and grow.
- 9.3 The success of the fund will be measured on the impact that the fund has had in delivering the above objectives.
- 9.4 Proposals must respond to a local employer or sector need. SYMCA's expectation is that the outcomes delivered are not available via other local or national funding streams. In addition, proposals will need to confirm the project will not displace or duplicate any ASF funded provision currently available within the Region.
- 9.5 There is a maximum award of **up to £200,000 per application** and SYMCA will limit the number of applications to two per year, per grant learning organisation. Approval of applications is always subject to the availability of funding.
- 9.6 Applicants will be required to submit quarterly reports on expenditure, outputs and outcomes and participate in the evaluation of outcomes associated with use of the fund.

## 10. Sub-contracted provision

- 10.1 In advance of any new subcontracted provision permission must be sought from the Authority to proceed. Any learning found to have been subcontracted without prior approval from SYMCA may be subject to claw back of funds.
- 10.2 The Authority defines subcontracting any contract between a learning organisation and a third party under which the learning organisation agrees to source any or part of the provision or service from that third party.
- 10.3 Sub-contracted provision has an important role to play in the delivery of the ASF. Sub-contractors can help widen participation amongst niche groups that would otherwise be hard to reach. It will only be agreed where it meets one or more of the following:
- It enhances the learning offer
  - It enhances the opportunities available to learners
  - It fills gaps in niche of expert provision or provides better access to training facilities
  - It supports and entry point for disadvantaged groups
  - It is in response to SYMCA priorities.
- 10.4 Sub-contracting will be agreed as part of agreeing your Delivery Plan, the value of which will be part of your grant agreement or Call-off contract. You must gain SYMCA agreement if you wish to change your sub-contracted delivery or sub-contractors in-year.
- 10.5 You must take your own legal advice about the impact of Public Contracts Regulations 2015 on your recruitment of delivery Sub-contractors and have this advice available for inspection by us on request. If your organisation does not apply a rigorous sub-contracting due diligence process, we will review your funding arrangements and limit your ability to sub-contract provision.
- 10.6 Any changes to sub-contractors or the amount of sub-contracting you want to undertake following agreement of your Delivery Plan must be discussed with your Contract Manager and follow a formal change control process detailed within your grant agreement or Call-off contract. Approval must be given by the Authority before you undertake any delivery. The Authority retain the right to reduce your Grant or Call-off contract if your sub-contracted provision is under performing.
- 10.7 We define a delivery sub-contractor as a separate legal entity that has an agreement with you to deliver any element of the education and training, we fund. This may include for example (this is not an exhaustive list and acts as guidance only) recruitment of learners to a programme, undertaking initial assessment and Information, Advice and Guidance (IAG) and services bought in which form part of the delivery of education and training. A separate legal entity also includes companies within your group, other associated companies, and sole traders. It also includes residents who are self-employed or supplied by an employment agency, unless those residents are working under your direction and control, in the same



way as your own employees for example a secondee.

- 10.8 Unless specifically authorised in writing by the Authority you may only sub-contract the provision to one level. For avoidance of doubt the sub-contractor must not further sub-contract the provision that has been subcontracted to it. This is to ensure that you retain clear and transparent control of the quality of training provision, and that proper and appropriate measures are in place to manage the learner experience.
- 10.9 We expect providers will undertake due diligence on all providers they have a subcontracting relationship with before going into a formal arrangement. The Authority reserves the right to undertake additional due diligence checks on those subcontractors proportionate to their contract value.
- 10.10 You must review your policy for delivery subcontracting annually. This policy must be signed by your governing body or board of directors and your accounting officer.
- 10.11 You must publish your policy for delivery subcontracting on your website before entering into any subcontracting agreements for the 2024 to 2025 funding year.
- 10.12 As a minimum you must include the following in your policy for subcontracting:
- How your management fee is applied to subcontractors:
  - Your contribution to improving your and your delivery subcontractor's quality of teaching and learning:
  - How you will identify the support required and associated costs for different delivery subcontractors:
  - How and when you communicate and discuss your policy for delivery subcontracting with potential delivery subcontractors, or current ones for new learner starts:
  - For each subcontractor, how you will determine a detailed list of your specific costs for managing them, quality monitoring activities and other support activities offered by you to the subcontractor:
  - For each subcontractor, how you will determine each cost is reasonable and proportionate to delivery of their teaching or learning and how each cost contributes to delivering high quality learning:
  - How you will ensure you describe to each subcontractor, before each subcontracting relationship is agreed:
  - Your reason for subcontracting, and the services you will provide when subcontracting to them and the associated costs when doing so, including a list of specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor:
  - How each cost is reasonable and proportionate to delivery of the subcontracted teaching or learning
  - and how each cost contributes to delivering high quality learning:
  - Payment terms between you and your delivery subcontractors, including the timing of payment

- in relation to delivery and timescale for paying invoices and claims for funding received:
  - Timing for review of your policy for subcontracting:
  - where you publish your policy for subcontracting; and
  - How you will align all subcontracting arrangements to SYMCA priorities.
- 10.13 For 2024/2025 onwards the Authority expects that no more than 20% of their subcontracted delivery should be claimed as 'management fees'.
- 10.14 For 2024/2025 onwards the Authority expects that no more than 25% of a learning organisations total allocation will be sub-contracted.
- 10.15 The Authority may approve an exception to the cap of 25% where there is a compelling case supported by robust evidence to do so. Learning organisations must follow the process and submit a case for consideration as detailed within the Payment and Performance Management Framework document published on our website. Alternatively please contact your contract manager in the first instance who can share the template and confirm the process with you.

## 11. Evidence

- 11.1 You must hold evidence to assure us that you are using Authority funded ASF appropriately. Most evidence will occur naturally from your normal business processes.
- 11.2 You must make sure applications for Authority funded ASF, support your decision to claim funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the residency eligibility' section.
- 11.3 In line with General Data Protection Regulations (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take photocopies to prove eligibility.

### Evidence pack

- 11.4 The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.
- 11.5 Evidence in the pack must assure us that the resident exists.
- 11.6 The learner must confirm information they provide is correct when it is collected.
- 11.7 If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
- 11.8 Where you hold information centrally, you only need to refer to the source.

- 11.9 If applicable, the evidence pack must confirm the following:
- All information reported to us in the ILR and Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report.
  - Your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided.
  - Records to show independent information, advice and guidance has been given prior to the start of learning.
  - All initial, basic skills and diagnostic assessments.
  - Information on prior learning that affects the learning or the funding of any of the learning aims or programme. For example personal learner records (PLR).
  - 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 guided learning hours (GLH) reported.
  - A description of how you will deliver the learning and skills and how the learner will achieve.
  - The supporting evidence about why you have claimed funding and the level of funding for a learner, including details of any learner or employer contribution if applicable.
  - Evidence of receipt of any employer or learner contribution to the costs of the learning undertaken or provide explanation of why employer or learner contribution is not collected.
  - Learner support needs identified, including how you will meet these needs and the evidence of that which must include evidence of actual costs incurred
  - That learning is taking or has taken place and records are available.
  - Evidence of any work experience placement (where applicable) and hours on placement.
  - Evidence that checks have been undertaken on learners income.
  - Evidence that checks have been undertaken on a learners status relating to gaining a job or having a job; and
  - All records and evidence of achievement of learning aims. This must be available within three months of you reporting it within the ILR.
  - Details of end of course reviews and progression discussions undertaken.
  - Records to show independent information, advice and guidance has been given on the next steps for the learner as well as throughout the learning where applicable.
  - Awarding body pass list and true and certified copy of certificate of achievement when sent by awarding body.
- 11.10 Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.
- 11.11 If a Sub-contractor delivers any provision to the resident that must be clear to us through the ILR.

## Confirmation and signatures

- 11.12 The learner or employer must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
- 11.13 We accept electronic evidence, including digital signatures, but you must have wider systems and processes in place to assure us that residents exist and are eligible for funding.
- 11.14 Both electronic and digital signatures are acceptable, we do not specify which should be used, only that a secure process to obtain and store signatures is followed:
- An electronic signature is defined as any electronic symbol or process that is associated with any record or document where there is an intention to sign the document by any party involved. An electronic signature can be anything from a check box to a signature and/or:
  - A digital signature is where a document with an electronic signature is secured by a process making it non-refutable. It's a digital fingerprint which captures the act of signing by applying security to a document. Usually documents which have a digital signature embedded are extremely secure and cannot be accessed or amended easily.
- 11.15 Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure to us the original signature has not been altered. Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.
- 11.16 You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

## Starting, participating, and achieving

- 11.17 You can only claim funding for learning when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing, or similar learning.
- 11.18 For your direct delivery, and any sub-contracted delivery, you and where relevant, your sub-contractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.
- 11.19 Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any sub-contracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.

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

### Leaving learning

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

### Individualised Learner Record (ILR)

- 11.23 You must accurately complete all ILR fields as required in the Learner Record even if they are not required for funding purposes.
- 11.24 The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible residents. You must not report inaccurate information that would result in an inflated claim for funding.
- 11.25 Where your data does not support the funding you have claimed, we will take action to get this corrected and this will result in recovery of funding.
- 11.26 Please see the following page for details on how to submit your ILR - <https://guidance.submit-learner-data.service.gov.uk/24-25/ilr/overview>
- 11.27 In relation to destination and outcomes tracking of tailored learning it is a mandatory requirement to complete all ILR entries in a timely manner.
- 11.28 The Authority are currently in the process of developing an outcomes framework. The Authority reserves the right to implement participation during 2024/2025. The outcomes framework will be a mandatory requirement for all learning organisations in 2025/2026.

### Self-declarations by residents

- 11.29 All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.
- 11.30 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.

## 12. Payments, financial due diligence and audit

- 12.1 The initial threshold set by the Authority for 2024/2025 will be that you earn 97%

of your total allocation (this includes any growth funding) or Call-off contract value. The payments and performance management arrangements will apply for:

- ASF grant agreements; and
- ASF call-off contracts.

12.2 Providers with an ASF Grant Funding Agreement and Call-off Contract should read both sets of payment arrangements.

### Payment arrangement – Grant allocation

12.3 If you have agreed a Delivery Plan with the Authority and allocated grant on a payment schedule which will:

- Fund core ASF on profile using the standard national profile of 12 equal instalments.
- Adult 24+ Free Courses for Jobs offer will be paid on actuals in arrears using LDM code 378. The Authority will run the BACS payments on the last Friday of each month. Learning Organisations will need to ensure that they have enough cash flow available to accommodate these payment terms.

### Payment arrangement – Call off contracts

12.4 Learning Organisations will be given, in advance of the start of the funding year, an individually agreed payment schedule based on your agreed Delivery Plan the value of which will form part of your Call-off contract.

12.5 You will be notified in advance of any in-year changes being made to the value of your Call-off contract through discussions with your Contract Manager. This applies to changes for under and/or over performance (which is subject to affordability and budget availability)

12.6 The Authority retains the right, based on the risk profile of your organisation, to decide what the payment schedule will be. The Authority has the right to pay on profile, actual delivery or if agreed as part of your delivery plan a different payment schedule.

12.7 The Authority will run the BACS payments on the last Friday of each month. Providers will need to ensure that they have enough cash flow available to accommodate these payment terms.

12.8 Detailed information on how the payment and performance management arrangements will be applied to your funding agreement in advance of the start date of your call-off contract. The Authority reserves the right to cease payments, should providers be in breach of a Call-off contract.

12.9 The Authority, acting by itself or through its auditors have the right during the Call-off contract term and for a period of 6 years thereafter, to assess and audit compliance by the Learning Organisation and/or its key Sub-Contractors of the

Learning Organisation's obligations under these rules and your Call-off contract.

- 12.10 Funding cannot be transferred in year between Grant and Call-off contracts should you be a Learning Organisation who has both types of funding agreements.

### Financial due diligence

- 12.11 In advance of the 1<sup>st</sup> August 2024 the Authority will undertake a financial due diligence review of all learning organisations (excluding Local Authorities). This review will help inform the risk-based performance management arrangements which will operate with you in 2024/2025.
- 12.12 The Authority does not intend to publish the results of its internal financial due diligence review. The approach will include a review of the last 3 years financial statements, and the Authority will share the outcome of the review with each provider prior to 1<sup>st</sup> August 2024 and will confirm the approach that will be taken in relation to performance management for the 2024/2025 funding year.

### Audit, assurance and compliance

- 12.13 In addition to the Authority's own financial assurance and compliance work (which may be undertaken by organisations working on the Authority's behalf), learning organisations will still be subject where appropriate to audit through the national systems operated by DfE and the ESFA such as set out in the Post 16 audit code of practice. The Authority, DfE and ESFA are responsible for assurance of their own funds however working together they will minimise the administrative burden across the providers for ASF learning and skills activity.
- 12.14 Where South Yorkshire learners are selected for sampling, compliance will be assessed against the Authority's funding and performance management rules.
- 12.15 The Authority will select a sample of learner files to check randomly using a method chosen by the Authority. The frequency, periodicity and size of the samples may change throughout the funding agreement period. A final list of the learner files the Authority wishes to undertake compliance checks on will be sent to you 1 week before the date of the compliance visit. As part of our compliance monitoring, we will continue to monitor compliance with the funding rules. We will contact you where we identify you have submitted data that does not meet our funding rules and ILR requirements. We will require you to correct inaccurate ILR and EAS data or to adjust your final funding claim.

### Ofsted inspection/monitoring visit

- 12.16 Learning Organisations in receipt of a Grant Agreement or Call off contract who are awarded a Grade 4 Inadequate inspection grade from Ofsted will be expected to cease recruitment of any new learners onto their programmes from the date of the inspection feedback.

- 12.17 Learning Organisations who have a sub-contracting relationship with any provider who is awarded a Grade 4 Inadequate inspection grade from Ofsted will be expected to cease recruitment of any new learners with the Learning Organisation in question from the date of the inspection feedback.
- 12.18 Learning Organisations in receipt of a Grant Agreement or Call off contract who receive an insufficient progress grading in any of the themes as part of a monitoring visit from Ofsted, will be expected to cease recruitment of any new learners onto their programmes from the date of inspection feedback.
- 12.19 The Authority will not enter into any new Grant Agreements or Call off contracts with Learning Organisations who have been awarded a Grade 4 Inadequate rating by Ofsted.
- 12.20 The Learning Organisation must have an Ofsted rating of Good or Outstanding or a monitoring visit confirming a reasonable progress judgement covering all three themes (leadership and management, quality of training and safeguarding) as a minimum, from any of your provision. If you are not currently in scope for Ofsted or have not yet had your first Ofsted Monitoring visit or inspection an acceptable explanation and confirmation that the Learning Organisation is working towards the Ofsted Education Inspection Framework (EIF) is required.



## Annex A - Learner nationality eligibility for funding

Individuals will be eligible for ASF if they meet the criteria in section 5, the learning is taking place in England, and they fulfil the residency requirements set out in one or more of the categories below.

Unless otherwise stated, individuals must be ordinarily resident in the UK on the first day of learning to meet the residency requirements.

### Learners who live in Wales, Scotland or Northern Ireland

Wales, Scotland and Northern Ireland have their own funding arrangements. You must develop arrangements with the relevant devolved administration if you are planning to deliver a significant quantity of learning to learners who do not live in England.

You must not actively recruit learners who live or work outside of England.

We will fund an individual who does not live in England if specialist skills training is only available in England and the individual wants to travel to, or live in, England to study or learn. We do not expect these numbers to be significant.

We will fund individuals for learning that is delivered at an employee's workplace, whose main employment or normal place of work is in England.

We will fund individuals who live in Scotland, Wales and Northern Ireland who require and are eligible for ASF, and work for a UK-based employer. Delivery must take place in England. We do not expect these numbers to be significant.

Providers located close to the borders can deliver ASF to learners who are not resident in England but reside in their catchment area. Delivery must take place in England. We do not expect these numbers to be significant.

### Temporary residence in the UK for educational purposes

People who have been temporarily resident in the UK solely for the purposes of receiving full-time education would not be deemed ordinarily resident in the UK and are therefore not eligible for funding unless they meet one of the other eligibility criteria.

### Temporary absences from the UK

Learners who are temporarily outside of the UK for reasons such as education, employment or a gap year, but remain settled in the UK, can count this time outside the UK towards their 3 years ordinary residence.

Individuals resident in areas of England outside of devolved authority areas and who work outside of England as part of their job are eligible for ASF as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning

outside of England.

Where learners move outside the UK during their course, you must cease funding them. This applies also to distance learning – you should only fund distance learners who meet the residency criteria, and you should expect that they remain in the UK for the duration of their course even if no attendance at a physical location is required. If a learner is temporarily absent from the UK, for example for a family event, for a short period, for example a week or less, then they may continue their distance learning course while overseas. If they will be absent for a longer period then you should not fund them to continue their learning while overseas.

British armed forces, MoD personnel or civil crown servants on postings outside of the UK, or people who are resident in England but work outside England, can be treated as ordinarily resident in the UK. You may continue to fund them despite the above restriction on funding learners outside the UK.

### **Learners who have applied for an extension or variation of their immigration permission**

Any person 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.

Therefore, a person 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.

### **Learners with limited length visas**

Providers must not fund learners who would not have enough time on their visa to complete their course and who do not intend to, or would not be eligible to, renew their visa. Where a course continues past a learner's visa expiry date, providers may at their discretion fund that learner only where they have a high degree of certainty that a learner intends to (and will be eligible to) renew their visa.

Learners will have an eligible residency status if they meet the conditions laid out in one of the following sections:

### **UK nationals and other persons with right of abode**

UK nationals or other person with a right of abode<sup>[\[footnote.1\]](#)</sup> have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, or the British Overseas Territories, or the Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning.

All family members of UK nationals must meet the required residency eligibility criteria in their own right, unless they meet the criteria in the section entitled 'UK nationals in the European Economic Area (EEA) and Switzerland', or the criteria in the section entitled 'family members of an eligible person of Northern Ireland'.

The British Overseas Territories are listed in [annex A](#).

### UK nationals in the EEA and Switzerland

UK nationals who have resided in the EEA, Switzerland or EU overseas territories have an eligible residency status if they:

- resided in the EEA or Switzerland, EU overseas territories or Gibraltar by 31 December 2020 (or resided in the UK, having moved to the UK from the EEA, Switzerland, EU overseas territories or Gibraltar after 31 December 2017), and
- resided in the EEA, Switzerland, EU overseas territories, Gibraltar or the UK for at least the previous 3 years on the first day of learning, and
- remained ordinarily resident in the UK, Gibraltar, the EEA, Switzerland or EU overseas territories between 31 December 2020 and the start of the course and
- the course starts before January 2028<sup>[\[footnote 2\]](#)</sup>

Family members of UK nationals, where both the UK national and the family member have resided in the EEA, Switzerland or EU overseas territories, have an eligible residency status if:

- both the UK national and the family member resided in the EEA, Switzerland or EU Overseas Territories by 31 December 2020 (or resided in the UK, having moved there from the EEA, Switzerland or EU Overseas Territories after 31 December 2017), and
- both the UK national and the family member remained ordinarily resident in the UK, the EEA, Switzerland or EU Overseas Territories between 31 December 2020 and the start of the course
- the UK national to whom they are a family member has been ordinarily resident in the UK, EEA, Switzerland or EU Overseas Territories for at least 3 years on the first day of the first academic year of the course
- the course starts before January 2028

A 'family member' for these purposes is either:

- the husband, wife, civil partner of the UK national (principal) or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the UK principal who is either:
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

The EEA includes all the countries and territories listed in [annex A](#).

### EEA and Switzerland nationals in the UK

EEA and Switzerland nationals have an eligible residency status if they have obtained either

pre-settled or settled status under EU Settlement Scheme (EUSS) and have lived continuously in the EEA, Switzerland, Gibraltar, or the UK for at least the previous 3 years on the first day of learning.

The EEA includes all the countries and territories listed in [annex A](#).

Although the deadline for most people to apply to EUSS was 30 June 2021, there may be individuals who have reasonable grounds for making a late application to EUSS and there may also be some individuals who have made an EUSS application on time but are still waiting on a final decision on their status from the Home Office, including those that have lodged an appeal. Once a valid application has been made to EUSS (evidenced by receipt of a certificate of application), the applicant will have temporary protection, pending the outcome of that application.

### EEA and Switzerland frontier workers

An EEA or Switzerland frontier worker is someone who is employed or self-employed in the UK who resides in the EEA or Switzerland and returns to that residence in the EEA or Switzerland at least once a week.

Frontier workers, and their family members, have an eligible residency status if they have been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning.

A 'family member' of an EEA frontier worker for these purposes is either:

- the husband, wife, civil partner of the EEA frontier worker ('principal') or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either:
  - under 21, or
  - dependant on the principal and/or the principal's spouse/civil partner

A 'family member' of a Swiss frontier worker for these purposes is either:

- the husband, wife, civil partner of the Swiss frontier worker ('principal' or
- the child or spouse/civil partner's child of the principal

Unlike other categories, a frontier worker or their eligible family member does not have to be resident in the UK on the first day of learning in order to have an eligible residency status.

### Family members of EEA or Swiss nationals

A family member of an EEA national is eligible for funding if:

- where required to do so, they have obtained pre-settled or settled status under EUSS and
- the EEA national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK, EEA and/or Switzerland for at least the

previous 3 years on the first day of learning

Family members of an EEA or Swiss national can apply to EUSS after 30 June 2021 if they are joining them in the UK on or after 1 April 2021. They have 3 months to apply to EUSS from the date they arrive in the UK. They will have temporary protection and therefore be eligible for funding during those 3 months and pending the outcome of any EUSS application made during that period (and of any appeal). More information on [applying to join a family member in the UK](#) can be found on GOV.UK.

A 'family member' for these purposes is either:

- the husband, wife, civil partner of the EEA national (principal) or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the EEA principal who is either:
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

### Irish citizens in UK or Republic of Ireland

Irish citizens in the UK or Republic of Ireland have an eligible residency status if they have been ordinarily resident in the UK and Islands, and/or Republic of Ireland for at least the previous 3 years on the first day of learning.

### Irish citizens in EEA and Switzerland

Irish citizens have an eligible residency status if they:

- resided in the EEA or Switzerland by 31 December 2020 (or resident in the UK, having moved to the UK from EEA or Switzerland after 31 December 2017), and
- resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
- remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and the start of the course and
- are on a course which starts before January 2028

The EEA includes all the countries and territories listed in [annex A](#).

### Other non-UK nationals

Non-UK nationals have an eligible residency status if they have been ordinarily resident in the UK and Islands for at least the previous 3 years on the first day of learning and:

- have permission granted by the UK government to live in the UK and such permission is not for educational purposes only, or
- have obtained pre-settled or settled status under EUSS

### Family members of an eligible person of Northern Ireland

Family members of an eligible person of Northern Ireland<sup>[footnote.3]</sup> have an eligible residency status if:

- they have been living in the UK by 31 December 2020, and
- they have obtained pre-settled or settled status under EUSS, and
- the eligible person of Northern Ireland (principal) has been ordinarily resident in the UK by 31 December 2020, for at least the previous 3 years on the first day of learning

A 'family member' for these purposes is either:

- the husband, wife, civil partner of the person of Northern Ireland (principal) or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

### Long residence

A person who, on the first day of learning, has lived in the UK half their life or a period of 20 years or more, where this period of residence is ongoing, has an eligible residency status.

Learners may be able to prove this status via a confirmed entry date from Immigration Control, verified by the Home Office. Alternatively, they may provide evidence that they have been living in the UK for the period in question. This should ideally be from an official and independent source. Examples could include a signed letter on headed paper from someone in a leadership position at the school they attended, a letter from their GP, wage slips or a P45/P60. Providers funding learners under this category should obtain enough evidence to assure themselves beyond reasonable doubt that the learner was living in the UK for the necessary period.

### Individuals with certain types of immigration status and their family members

Individuals with any of the statuses listed below, or leave under the listed schemes, has an eligible residency status and is exempt from the 3-year residency requirement rule. In relation to these 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.

### Refugee status

Individuals with refugee status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK. Family members of individuals with refugee status, as defined below:

The spouse or civil partner of a person with refugee status is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum application date, and
- have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with refugee status to enter or remain, or of the person's spouse or civil partner, is eligible if all of the following apply:

- they were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum application date, and
- they were under 18 on the asylum application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

### Humanitarian protection status

Individuals with humanitarian protection status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The family members of individuals with humanitarian protection status, as defined below:

The spouse or civil partner of a person granted humanitarian protection is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum application date, and
- have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with humanitarian protection status to enter or remain, or of the person's spouse or civil partner, is eligible if:

- they were the person with humanitarian protection status's child or the child of the person's spouse or civil partner on the asylum application date, and
- were under 18 on the asylum application date, and
- have been ordinarily resident in the UK since they were given leave to enter or remain

### Discretionary leave to enter or remain

Individuals with discretionary leave to enter or remain, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The spouse or civil partner of a person granted discretionary leave to enter or remain is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum or leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with discretionary leave to enter or remain, or of the person's spouse or civil partner, is eligible if:

- they were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the asylum or leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

### Extant leave to remain as a stateless person

Individuals who have extant leave to remain as a stateless person, where they have been ordinarily resident in the UK and Islands throughout the period since they were granted such leave.

Family members of individuals with extant leave to remain as a stateless person, as defined below:

The spouse or civil partner of a person granted stateless leave is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with stateless leave, or of the person's spouse or civil partner, is eligible if:

- they were the person with stateless leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

### Leave outside the immigration rules

Individuals with leave outside the immigration rules, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The spouse or civil partner of a person granted leave outside the rules is eligible if all of the



following apply:

- they were the spouse or civil partner of the person on the asylum or leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with leave outside the rules, or of the person's spouse or civil partner, is eligible if:

- they were the person with leave outside the rules' child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the asylum or leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

### Ukraine schemes

Persons granted leave under one of the Ukraine schemes:

- individuals with leave to enter or remain in the UK under the Ukraine Family Scheme
- individuals with leave to enter or remain in the UK under the Ukraine Sponsorship Scheme (Homes for Ukraine)
- individuals with leave to enter or remain in the UK under the Ukraine Extension Scheme
- individuals with leave to remain in the UK under the Ukraine Permission Extension Scheme

### Afghan schemes

Persons granted leave under one of the Afghan schemes:

- individuals with leave to enter or remain in the UK under the Afghan Citizens Resettlement Scheme (ACRS)
- individuals with leave to enter or remain in the UK under the Afghan Relocations and Assistance Policy (ARAP)
- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022

### Additional leave to remain

Individuals with indefinite leave to remain or enter granted:

- as a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain<sup>[\[footnote 4\]](#)</sup>
- as a bereaved partner, where they have been ordinarily resident in the UK

- since they were given leave to remain or enter [\[footnote 5\]](#)
- under Section 67 of the Immigration Act 2016 leave [\[footnote 6\]](#)
- under Calais leave to remain [\[footnote 7\]](#)

## British Indian Ocean Territory

British citizens who were born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date, or are direct descendants of a person who was born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date.

## Children of Turkish workers

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

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

## Asylum seekers

Asylum seekers are eligible to receive funding if they:

- have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
- are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#)

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

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

## No recourse to public funds conditions

The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds does not include education or education funding. Therefore, this

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

### Individuals who are not eligible for funding

You must not claim funding for individuals who do not meet the eligibility criteria set out in the [residency eligibility](#) section. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:

- those who are here without authority or lawful status
- those who are resident in the UK on a student visa unless they are eligible through meeting any other of the categories described above
- those who are in the UK on holiday, with or without a visa
- any family member of a person granted a student visa, who have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous 3 years on the first day of learning
- those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

### Learners in the armed forces

British armed forces personnel, Ministry of Defence personnel or civil and crown servants resident in England, who meet the criteria in the [who we fund](#) section, are eligible for ESFA funded ASF where learning takes place in England.

Members of other nations' armed forces stationed in England, and their family members, aged 19 and over, are eligible for ESFA funded ASF, set out in the [who we fund](#) section, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning. We will not fund family members that remain outside of England.

## Annex B - Learner Support

1. Before you award support to a learner, you must identify their needs within the following 'categories':
  - Hardship funding – general financial support for disadvantaged learners to support participation in learning.
  - 20+ Childcare funding – for Residents aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs.
  - Care to Learn top up for 19-year-olds
  - ICT devices and connectivity – to support disadvantaged learners who cannot undertake online delivery
2. You must not claim more than 5% of your total Learner Support final claim as administration expenditure. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories. If you do not have a Learner Support allocation, you must follow these rules and claim learner support using the earnings adjustment statement (EAS).
3. You must:
  - Have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to Residents and to us on request.
  - Assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack
  - Report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR. This does not apply to non-formula tailored learning.
  - Complete a R04, mid-year (R06), R08, Year End (R10), R12 and a final funding claim (R14) as detailed in our ASF: Payment and Performance Management Framework document (and submitting any additional funding claims as required) for 2024/2025;
  - Where you have tailored learning funding submit claims in line with Schedule 4 of your agreement
  - Consider the availability of other support for residents, for example from Jobcentre Plus; and
  - Make it clear to residents it is their responsibility to tell the Department for Work and Pensions about any Learner support they are receiving from you, as Learner support payments may affect their eligibility to state benefits.
  - Use ASF or loans bursary to support specific provision funded by ASF or ALL where a learner is on 2 courses at the same time
4. You must not use learner support funds for any of the following:

- Essential equipment or facilities if the learner is eligible to full funding with the exception of the items covered in the first clause of the hardship section at section 5 and and flexibilities in the ICT devices and Connectivity Section at Annex B.
- A learner in custody or released on temporary licence.
- A learner carrying out a Higher Education course or learning aims fully funded from other sources; and
- To pay weekly attendance allowances or achievement and attendance bonuses.
- To provide anything deemed an 'incentive' to attract learners to your programmes.

## Hardship

5. You can use hardship learner support funds for the following:
  - Course-related costs, including course trips, books, and equipment (where costs are not included in the funding rate)
  - Support with domestic emergencies and emergency accommodation provided by others, or by providing items and services or cash direct to the learner. This can be in the form of a grant or repayable loan provided by you.
  - Transport costs (but not make a block contribution to post-16 transport partnerships or routinely fund transport costs covered in the local authority's legal duty for Residents of sixth-form age).
  - Examination fees.
  - Accreditation fees, professional membership fees and any fees or charges due to external bodies.
  - Your registration fees; and
  - To support residents on Work Placements in relation to a sector-based work academy or 19-24.
6. In exceptional circumstances, you can use hardship funds with course fees for residents who need financial support to start or stay in learning. Please discuss this with your dedicated Grant/Contract Manager in the first instance.
7. If an asylum seeker is eligible for provision, you may provide Learner support in the form of course-related books, equipment, cash payments or a travel pass.

## 20+ childcare

8. You can only use childcare funding to pay for childcare with a childminder, provider, or childminder agency, registered with Ofsted.
9. You must not use childcare funding to:
  - Fund informal childcare, such as that provided by a relative.
  - Set up childcare places or to make a financial contribution to the costs of a

- crèche; and
  - Fund childcare for residents aged under 20 on the first day of learning; instead you must direct them to the DFES 'Care to Learn' programme.
10. You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving 'Care to Learn' payments.

### 19 year olds – Care to Learn

11. Learner support may also be used to provide further help with childcare costs for 19-year-old learners in receipt of Care to Learn whose costs exceed the weekly maximum rates for that scheme. The top up may only be applied to childcare provision eligible under the Care to Learn scheme (<https://www.gov.uk/government/publications/care-to-learn-guide-for-the-2023-to-2024-academic-year/care-to-learn-guide-for-the-2023-to-2024-academic-year#eligibility-criteria>) rules.
12. The institution must hold evidence that the maximum amount is being paid under Care to Learn to confirm that a top up is required. Any top up paid must be made in line with Care to Learn guidance and paid directly to the childcare provider.
13. Please discuss this with your dedicated Grant/Contract Manager in the first instance.

### ICT Devices and Connectivity

14. You can support disadvantaged learners who are undertaking classroom or blended learning to continue to participate via online learning where the learner does not have:
- internet access at home, and/or
  - a suitable device, for example a laptop or tablet, to complete the necessary online course work
15. You must secure value for money when purchasing IT devices and/or internet access including:
- deploying any unused devices before you purchase new ones
  - exploring options to access low cost second hand or recycled devices
  - avoiding entering long term contract arrangements
  - holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us, if asked
16. IT devices you purchase must only be loaned out to learners and returned at the end of their learning aim to allow them to be re-used by other learners. Learners must sign a declaration, confirming:
- they will return the device when their online learning aim(s) is complete, or if they leave before completing their learning
  - they will return the device in the same condition in which they received it

- You must maintain an up-to-date record of the loan and return of devices to learners.
17. You must record the following evidence in the learner's evidence pack:
- The outcome of the assessment undertaken to identify the learner's individual needs
  - the learner declaration referred to above

## Annex C – South Yorkshire adult education offer including tailored learning

Locally delivered adult learning plays a unique and important role in engaging residents who have been outside learning for some time and the provision should focus on the following objectives:

1. Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
  - Improved confidence and willingness to engage in learning
  - Acquisition of skills preparing people for training, employment, or self-employment
  - Improved digital, financial literacy and/or communication skills
  - Parents/carers better equipped to support and encourage their children's learning
  - Improved/maintained health and/or social well-being.
4. Develop stronger communities, with more self-sufficient, connected, and proactive 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.
5. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
  - bringing together people from backgrounds, cultures, and income groups, including people who can/cannot afford to pay
  - using effective local partnerships to bring together key providers and relevant local agencies and services
  - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
  - involving volunteers and voluntary and community sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
  - supporting the wide use of online information and learning resources
  - minimising overheads, bureaucracy, and administration



## Tailored learning

6. The purpose of tailored learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
  - Progress towards formal learning or employment; and / or
  - Improve their health and well-being, including mental health; and / or
  - Equip parents /carers to support their child's learning; and/or
  - Develop stronger communities.
7. SYMCA expect that the acquisition of skills gained through tailored learning should prepare residents for a range of next steps, including progress towards further learning, employment or self-employment. Tailored learning courses must be appropriate for the resident, have clear pathways identified and lead to progression.
8. SYMCA would not expect to see multiple enrolments on similar level courses, or a repeat of similar learning aims where it does not benefit the learner's development and progression.
9. During 2023/2024 the Authority commissioned a review of tailored learning in South Yorkshire and will be engaging with Local Authorities, Colleges and Learning Organisations to progress the outcomes of this during 2024/2025 with the intent of taking forward a number of recommendations in 2025/2026. The Authority will be looking at:
  - The concept of 'Learning in the Community', i.e. utilising both adult skills and tailored learning funding models in the community. The expected level of funding per resident and exploring the routes for how this might evolve and change in future years
  - Ensuring that an appropriate level of tailored learning provision is available in each Local Authority area to meet the level of demand
  - Ensuring the provision matches the priorities of the local area
  - Expected involvement of stakeholders.
  - That tailored learning programmes are offering progression for learners
10. Tailored learning courses are delivered and reported on the ILR under the following delivery strands:
  - Engaging and/or building confidence
  - Preparation for further learning
  - Preparation for employment
  - Improving essential skills (English, ESOL, maths, digital)
  - Equipping parents/carers to support children's learning
  - Health and well-being

- Developing stronger communities.
11. You must record one of the following learner outcomes on the ILR for all learners undertaking tailored learning activities:
    - 1-Increased Confidence
    - 2-Improved skills for progressing into further learning
    - 3-Improved skills for work
    - 4-Improved essential skills
    - 5-Improved ability to support a child's learning
    - 6-Improved physical health
    - 7-Improved mental health and well-being
    - 8-Improved skills to participate in community life
    - 9-Increased understanding of democratic values
    - 10-Improved skills for Independent Living
    - 11-No outcome
  12. Learning organisations should record the outcome when the learner completes or withdraws from the learning activity.
  13. Learning organisations should record the outcome of learning for each individual learner using one of the 11 attribute codes. The outcome area does not need to match the purpose type. We want to ensure there is flexibility for a learner to achieve in an outcome area that may not directly correspond to their primary purpose for learning. For example, a learner may have started a course to support their child's learning, but their primary outcome area could be an improvement in their maths or English.
  14. For activity claimed using the tailored learning, Individualised Learner Record data must be recorded using Funding model code 11.
  15. You have the flexibility to use your tailored learning funding in line with the ASF formula funded methodology (funding model 38), to meet local demand. This flexibility works one way, you cannot use your ASF formula funded allocation to fund additional tailored learning and we will not fund above the value in Schedule 1 of your contract.
  16. The data collection requirements are the same for all tailored learning provision, regardless of whether it is directly funded or subcontracted by a Learning Organisation (Funding model 11 and Source of funding 118).
  17. Where applicable, your ASF allocation will include an amount of tailored learning funding. We will state this value in your Grant Agreement in line with your submitted delivery plan at Schedule 1. You must deliver tailored learning provision in line with the tailored learning objectives set out above, up to this maximum amount.

18. Tailored learning funding is paid on a monthly profile. You must 'attribute costs' for eligible residents, up to the value of your tailored learning allocation. This should include the cost of delivering learning and any support costs, in line with learner and learning support. You must record these costs in the resident's learning plan as auditable evidence.
19. You will have the flexibility to use all, or some, of your tailored learning funding in line with the ASF formula-funded methodology (fund model 38), to meet local demand.

### What we will not fund

20. You must not use tailored learning funding for learning that is eligible for funding through an Advanced Learner Loan.
21. You must not use tailored learning funding primarily or solely for leisure purposes. We define learning for leisure purposes as learning where the primary or sole intent of the learning is for leisure.

### Local fee remission policy

22. 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. Your Local Fee remission policies must be available on your website and / or in the venues you deliver tailored learning to eligible residents.

### Partnership working

23. Partnership working underpins the objectives of learning in the community and is critical to developing and delivering an effective community-based offer in a given locality.
24. The Authority expects all learning organisations to engage and work closely with a wide range of relevant partners and stakeholders in your local area to help shape your offer to engage specific groups. These could include specialist partners and voluntary / community / social enterprise (VCSE) organisations.
25. We expect you to work with other Learning Organisations in your local area, and we expect you to develop a strategic, efficient learning offer to reduce duplication of courses in a locality, and signpost residents to other partners as and when appropriate.

### Objectives of tailored learning

26. 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.

27. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
28. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances.
29. Commission, deliver and support learning in ways that contribute directly to these objectives.
30. Supporting the wider use of online information and learning resources
31. Minimising overheads, bureaucracy & administration

## Annex D - Glossary

Term	Definition
<b>20+ childcare</b>	A category of Learner support to assist Residents aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
<b>A Level</b>	A subject-based qualification conferred as part of the General Certificate of Education, as well as a school leaving qualification offered by the educational bodies in the United Kingdom and the educational authorities of British Crown dependencies to students completing secondary or pre-university education.
<b>Action Plan</b>	Document detailing the steps you will undertake to achieve your contract objectives
<b>ASF</b>	means Adult Skills Fund
<b>Advanced Learner loan</b>	means loans available for residents aged 19 or above to provide financial support for tuition costs to undertake approved qualifications at Levels 3 to Level 6, at an approved provider in England and are administered by Student Finance England;
<b>ASF funding methodology</b>	The funding methodology for residents aged 19 and over, participating in ASF learning. You can access ASF methodology on GOV.UK.
<b>AS Level</b>	an independent qualification encompassing the first year of an A Level qualification's content
<b>Break in learning</b>	When a Learner is not continuing with their learning but has informed the Provider beforehand that they intend to resume their learning in the future.
<b>Care to learn</b>	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.
<b>Call-off contract</b>	the agreement in respect of the provision of the Services consisting of the documents (schedules) which shall be read as one document. In the event of ambiguity, conflict, or

Term	Definition
	contradictions between these documents the conflict will be resolved according to the order of priority in Clause 1.2.7 of the agreement;
<b>Contracts Manager/officer</b>	Nominated individual detailed within your call off contract who is part of the Authority's Programme and Performance Unit.
<b>Delivery Plan</b>	the plan for delivery of the Provision agreed between the Parties (and amended from time to time between them) for the academic year running from 1 <sup>st</sup> August 2024 to 31 <sup>st</sup> July 2025, which will set out the mix and balance of adult education and/skills training to be delivered by the College or provider and as annexed as an Excel workbook at Schedule 1 of your contract;
<b>Department</b>	Means the Department for Education;
<b>Disclosure and Barring Service Check (DBS)</b>	The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially involving children or vulnerable adults, and provides wider access to criminal record information through its disclosure service for England and Wales.
<b>Earnings Adjustment Statement (EAS)</b>	The form Providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record.
<b>Education Health and Care Plan (EHCP)</b>	An EHCP replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to 'secure' the educational provision specified in the EHC plan to ensure that the provision is delivered.
<b>Education Skills Funding Agency (ESFA)</b>	Means the Education and Skills Funding Agency, an Executive Agency of the Department.
<b>Employed</b>	A resident who has a contract of employment. This does not include self-employed residents unless specifically referenced.

Term	Definition
<b>Employment Support Allowance (ESA)</b>	Is a United Kingdom welfare payment for adults younger than the State Pension age who are having difficulty finding work because of their long-term medical condition or a disability. It is a basic income-replacement benefit paid in lieu of wages. It is currently being phased out and replaced with Universal Credit.
<b>English for Speakers of Other Languages (ESOL)</b>	The study of English by speakers of other languages.
<b>European Economic Area</b>	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 <sup>st</sup> January 1994. Please refer to Appendix A for more information.
<b>Evidence Pack</b>	Any information relating to a Learner generated by the Provider, the Learner or a third party for the purpose of the delivery of the Services;
<b>Exceptional learning support</b>	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.
<b>'Find a learning aim' service</b>	Formerly known as the Learning Aim Reference Service (LARS) the 'Find a learning aim' service offers a web-based search facility. It allows users to search by most commonly used fields for Qualifications, Units, Apprenticeship Frameworks and Apprenticeship Standards and their associated validity and funding details.
<b>Full Level 2</b>	<p>A General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above; or a Technical Certificate at level 2 which meets or has previously met the requirements for 16 to 19 performance tables</p> <p>If the National Academic Recognition Information Centre have confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the Level 2 and Level 3 legal entitlement, the resident will be deemed to have achieved their first Level 2 and/or Level 3 qualification.</p>

Term	Definition
<b>Full Level 3</b>	General Certificate of Education at the advanced level in 2 subjects General Certificate of Education at the AS level in 4 subjects QAA Access to Higher Education (HE) Diploma at level 3 Technical or applied general qualification, at level 3 which meets or has previously met the requirements for 16 to 19 performance tables Core maths qualification at level 3
<b>Functional skills</b>	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.
<b>Funding model (11 and 38)</b>	Identifies the funding methodology applied to submission of finalised ILR data. For ASF funding, Funding Model 11 and 38 are used, noting model 11 is non-formula funded (i.e. ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. Refer to 2024 to 2025 ILR Specification for more information.
<b>Funding year</b>	Means the college and provider funding year which runs from the 1 <sup>st</sup> August to the 31 <sup>st</sup> July.
<b>General Certificate of Secondary Education (GCSE)</b>	In the United Kingdom, the General Certificate of Secondary Education (GCSE) is an academic qualification, generally taken in several subjects by pupils in secondary education in England, Wales, and Northern Ireland.
<b>Grant Funding Agreement</b>	The agreement between the Authority and Grant Funded Providers based in South Yorkshire.
<b>Grant Manager</b>	Nominated individual detailed within your grant agreement who is part of the Authority's Programme and Performance Unit.
<b>Hardship</b>	Within Learner support, a category of support to assist vulnerable and disadvantaged Residents to remove barriers to education and training.
<b>Individualised Learner Record (ILR)</b>	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.



Term	Definition
<b>Lead Provider</b>	A Lead Provider is a college, training organisation or employer that has a direct contractual relationship with the Authority.
<b>Learner</b>	A third party who is a student, trainee or learner similar to whom the College or provider is required to deliver any of the Provision and who is resident within the Combined area.
<b>Learner support</b>	Funding to enable Providers to support Residents with a specific financial hardship that might prevent them from being able to start or complete their learning.
<b>Learning delivery monitoring (LDM)</b>	A code used as part of the Individualised Learner Record (ILR) to indicate participation in programmes or initiatives.
<b>Learning Planned End Date</b>	The date entered onto the Individualised Learner Record (ILR) when the learner is expected to complete their learning.
<b>Learning Organisation</b>	Those organisations delivering ASF provision. This may include colleges, Local Authorities, Independent Training Provider, Higher Education Institutions and third sector organisations. Where applicable this shall include the Learning Organisation Personnel and permitted assigns and, if a Learning Organisation is a consortium or consortium leader, the consortium members. The term “Learning Organisation” shall mean “Learning Organisations” where the terms and conditions apply to more than one Learning Organisation:
<b>Learning Organisation Personnel</b>	All persons employed or engaged by the College or Provider together with the College or Provider’s servants, agents, consultants and Sub-Contractors (and all persons employed by any Sub-Contractor together with the Sub-Contractor’s servants, consultants, agents, Providers and Sub-Contractors) whether voluntary or paid used in the performance of its obligations under this Agreement or, in respect of Clause 14 (TUPE, Re-Tendering and Indemnity) and any other TUPE obligation, or an individual employed by the College or Provider in the performance of the Services;
<b>Learning Support</b>	Funding to enable Providers to put in place a reasonable adjustment, set out in the Equality Act 2010, for Residents with an identified learning difficulty and/or disability to achieve their learning goal.

Term	Definition
<b>Local Flexibility</b>	Regulated qualifications, and or their components, and non-regulated learning that the ESFA funds, that is not part of the English and maths, or Level 2 or Level 3 legal entitlement offer. All regulated and non-regulated learning that is available for funding through the flexible local offer is listed on The Hub.
<b>Low earnings threshold</b>	The Authority has set a threshold salary level to the Real Living Wage or the equivalent of new real living wage of £12.00 per hour, and full time equivalent e.g., £23,400 for 37.5-hour week, noting we anticipate further increases, the salary level will be kept under review.
<b>LSIF</b>	Local Skills Improvement Fund – fund to enable further education learning organisations to respond to the skills priorities as set out in the LSIP
<b>LSIP</b>	Local Skills Improvement Plan – plan which sets out key priorities and changes needed within a local area to make post 16 technical education or training more responsive and closely aligned to labour market needs
<b>Ministry of Justice (MOJ)</b>	The Ministry of Justice (MoJ) is a ministerial department of the British Government headed by the Secretary of State for Justice and Lord Chancellor (a combined position). The department is responsible for areas of constitutional policy not transferred in 2010 to the Deputy Prime Minister, human rights law, and information rights law across the UK.
<b>Multiply</b>	Multiply is the new adult numeracy programme being delivered across MCA's/the GLA and upper tier unitary authorities outside of those areas from 2022/23 to 2024/25
<b>National Insurance Credit</b>	<p>May apply if you're not paying National Insurance, for example when you're claiming benefits because you're ill or unemployed.</p> <p>Please see <a href="http://www.gov.uk">www.gov.uk</a> for further information on eligibility and how to apply</p>

Term	Definition
<b>Non-regulated learning</b>	<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"> <li>• Independent living skills and engagement learning</li> <li>• Employability and work skills</li> <li>• Labour market re-entry</li> <li>• Technical education tasters</li> <li>• Community learning.</li> </ul>
<b>Non-formula tailored learning funding</b>	<p>Where applicable, learning organisations receive a non-formula funded tailored learning allocation' as part of their ASF which is paid on a monthly profile. Submission of ILR data does not generate a funding value for the learning aim/s a Learner participates on. Instead, learning organisations attribute costs up to the value of their non-formula tailored learning allocation. Learning organisations submit tailored learning data through funding model 11 – please refer to the 2024/2025 ILR Specification for more information.</p>
<b>Ofqual</b>	<p>The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations, and assessments in England.</p>
<b>Performance Improvement Notice</b>	<p>Formal letter from the Authority stating the improvement in performance required and timescales applicable in which to demonstrate improvement</p>
<b>Performance Improvement Plan</b>	<p>Formal document which sets out specific performance issues and the activities and actions to be undertaken to remedy them</p>
<b>Personal learning record (PLR)</b>	<p>A database that allows learners to access to their past and current achievement records. These can be shared with schools, colleges, further education training Providers, universities, or employers.</p>
<b>Princes Trust Programme</b>	<p>is a 12-week course designed to improve confidence, motivation, and skills for eligible 16- to 25- year-olds. Each 'team' recruits a mix of 16- to 25- year-olds of different abilities and backgrounds, including employees sponsored by their employer.</p>

Term	Definition
<b>Progress and Monitoring Report</b>	This document will be supplied to you by the Contracts team.
<b>Quality Assurance Agency (QAA)</b>	Is the independent body that checks on standards and quality in UK higher education.
<b>Recognising and Recording Progress and Achievement (RARPA)</b>	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published updated RARPA Guidance. This comprises a clear framework designed to support Residents through the learning process, identifying key outcomes. It provides a robust approach to quality control and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute.
<b>Recognition of Prior Learning (RPL)</b>	An assessment method that considers whether a Learner can demonstrate that they can: <ul style="list-style-type: none"> <li>• Meet the outcomes for a qualification or a component of a qualification through knowledge and understanding; or</li> <li>• Skills they already have and so do not need to undertake a course of learning for that component or qualification.</li> </ul>
<b>Regulated Qualifications Framework (RQF)</b>	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.
<b>Residents</b>	Means any third party including any student, apprentice, trainee or person who is a resident within the South Yorkshire Authority area and to whom the College is required to deliver the Provision.
<b>Sector Work Academy Programme (SWAP)</b>	An up to 6 week-long programme designed to help meet employers' immediate and future recruitment needs as well as to recruit a workforce with the right skills to sustain and grow their business.  <a href="https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide">https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide</a>
<b>Self-declaration</b>	A process where the Learner can confirm something through his or her own signature.

Term	Definition
<b>Skills Strategy</b>	<a href="https://www.southyorkshire-ca.gov.uk/SheffieldCityRegion/media/PDF-library/Education%20skills/SYMCA-SkillsStrategy_Final.pdf">https://www.southyorkshire-ca.gov.uk/SheffieldCityRegion/media/PDF-library/Education%20skills/SYMCA-SkillsStrategy_Final.pdf</a>
<b>Social Value</b>	To be delivered in accordance with the Tender Submitted.
<b>Start of learning</b>	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning.
<b>State Benefits</b>	State Benefits are contributions, both financial and non-financial, made by central and local government to residents in certain circumstances to meet their day-to-day living needs.
<b>Statutory entitlement</b>	<p>The statutory entitlement to education and training allows Residents to be fully funded who are aged:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 19 to 23, if they study for a first qualification at level 2 and/or Level 3.</li> <li>• 19 and over, who have digital skills assessed at below Level 1</li> </ul>
<b>Strategic Economic Plan (SEP)</b>	The Strategic Economic Plan sets out the South Yorkshire's plans to transform the local economy over the next decade. It is built on a strong evidence base and widespread consultation with groups representing the city region's key sectors and business representative organisations such as the Chambers of Commerce.
<b>Sub-contract</b>	Any contract between the College/provider and a third party under which the College/provider agrees to source any or part of the provision from that third party;
<b>Sub-contractor</b>	Means the contractors or providers that enter into a Sub-contract with the College or provider;

Term	Definition
<b>Technical Certificate</b>	A qualification which provides you with extensive knowledge in your chosen apprenticeship career path. Alongside the NVQ, it is a key component of some apprenticeship programmes. Technical Certificates are issued to Residents who have completed a specialised course of study that is related to specific vocational skills.
<b>UKSPF</b>	UK Shared Prosperity Fund provides local authorities funding for communities, places, businesses, people and skills.
<b>Unique Learner Number (ULN)</b>	A 10-digit number used to match a Learner's achievement to their Personal Learning Record (PLR).
<b>Universal Credit</b>	<p>Universal Credit is a United Kingdom social security payment that was designed to simplify the benefits system and to incentivise paid work. It is replacing and combining six benefits for working-age people who have a low household income: income-based Employment and Support Allowance, income-based Jobseeker's Allowance, and Income Support; Child Tax Credit and Working Tax Credit; and Housing Benefit.</p> <p>Please see <a href="http://www.gov.uk">www.gov.uk</a> for further information on eligibility and how to apply.</p>
<b>Work Placement</b>	A placement with an employer in a workplace setting e.g. Sector Work Academy Programme (SWAP)

## Annex E - South Yorkshire ASF ILR Coding Requirements

### Introduction

1. This Annex sets out our ILR/EAS data collection requirements, for those providers delivering devolved ASF funded provision across South Yorkshire.
2. The data collected will be used to calculate your funding and to support compliance, performance monitoring, inform future planning and ensure that the activity is better aligned to the skills needs of residents and employers across the Authority.
3. The funding model referred to in this document is Funding Model 38 and will only apply to those learners with a South Yorkshire Authority home postcode at the start of each learning aim undertaken. The source of funding code for Authority funded learners is 118.
4. The Authority's postcode list is published by the ESFA. <https://www.gov.uk/government/publications/adult-education-budget-ASF-postcode-files>
5. The information here does not duplicate information already made available to providers by the ESFA within the following, but not limited to:
  - ESFA ILR specification, validation rules and appendices 2024/2025 <https://guidance.submit-learner-data.service.gov.uk/>
  - ESFA Provider Support Manual 2024/2025 <https://guidance.submit-learner-data.service.gov.uk/23-24/psm>  
<https://guidance.submit-learner-data.service.gov.uk/24-25/psm>
6. Please read the requirements for Funding Model 38 in the above documents before reading this document.
7. This guidance sets out how the Authority will require providers to code specific fields in the ILR depending on whether the aim is being funded via grant (non-procured) or through a call-off contract (procured).
8. The document refers to the use of Devolved Area Monitoring (DAM) codes. These codes will be used to monitor the delivery of specific Authority priorities. They are similar to Learning Delivery Monitoring (LDM) codes (used for ESFA funded learners) but the new one is required for use with aims funded only by the Authority. There are six DAM code fields available for each learning aim but only a few of these will be required to identify Authority procured provision.

### All providers (subject to agreement/contract award) Source of Funding Code (SoF):

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

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

### British Sign Language and ESOL

10. The Authority will fully fund any resident aged 19+ whose first language is BSL to study for a first qualification in BSL, up to and including Level 2, where there is no other appropriate funding available. Funding for BSL will be at the national rates. The following qualifications will be covered under this entitlement:

- Entry level award in BSL (accredited by iBSL or ABC).
- Level 1 certificate in BSL (accredited by Signature, iBSL or ABC); and
- Level 2 certificate in BSL (accredited by Signature, iBSL or ABC). Providers will be required to ensure if they intend to deliver this element, it must be included in their delivery plan and any agreement with the Authority will be confirmed in writing.

11. The table below sets out, for the above learning aims (BSL), how the ILR must be coded:

#### ILR Field

Name	ILR code	Mandatory	Notes
LSDPostcode	Learner Postcode	Y	Learner must have an authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
FFI	1	Y	Fully funded
DAM	23	Y	Required to prevent validation error
DAM	2	N	Required for ITPs only

12. The table below sets out, for ESOL learning aims how the ILR must be coded:

ILR Name	ILR code	Mandatory	Notes
LSDPostcode	Learner Postcode	Y	Learner must have an authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
FFI	1	Y	Fully funded
DAM	023	Y	Required to prevent validation error
DAM	002	N	Required for ITPs only

### Low earnings Pilot (employed learners)

13. For all providers supporting with low earnings employed learners, providers will



need to use DAM code: 010 Devolved ASFSF Low earnings and DAM code 023. You must not use the ESFA LDM code 363.

### 24+ Level 3 Free Courses for Jobs (FCFJ)

14. For Grant providers with an allocation for the 24+ Level 3 Free Courses for Jobs you must ensure that aims you claim align to those on the Level 3 list you have agreed with the Authority (grant provider specific)
15. You must:
  - use LDM code 378 and FFI code 1 to claim for funding for learners who meet the requirements above
  - use LDM code 378, FFI code 1, and LDM code 391 when recording learners who earnings are below the earnings threshold
  - record the employment status of learners accessing the offer in the ILR
  - use category code 49 to identify a short course qualification in find a learning aim
  - where a Level 3 qualification is not included within the national list of qualifications and is being delivered under 'flexibilities' category code 56 must be used
16. To determine qualifications that are eligible for FCFJ funding you must use learning aims that are marked with:
  - category code 45: National Skills Fund Level 3 Free Courses for Jobs rate 1
  - category code 46: National Skills Fund Level 3 Free Courses for Jobs rate 2
  - category code 48: National Skills Fund Level 3 Free Courses for Jobs only
  - for short courses, you must also use category code 49: National Skills Fund Level 2 Free Courses for Jobs – short qualification
  - Learning aims under category code 56: Free Courses for Jobs MCA and GLA are only eligible for funding if approved by SYMCA.

### Residential Learners

17. For 2024/2025 onwards, use the DAM code 075 to identify courses that are being delivered to learners in residence. You must not use the ESFA LDM code 322.

### Sector Work Academies Programme (SWAP) (Grant and lot 1)

18. The Authority will fund the following elements of a SWAP:
  - Pre employment training which will include a main vocational aim and possibly component aims for maths, English, ESOL or digital skills (if assessment dictates).
  - Outcome payment of £250 for lot 1 provision only for sustained employment of 13 weeks (Job-Outcome). For this to be claimed the

following must be true:

- The learner has been employed for 13 consecutive weeks at the same employer
- The provider must retain signed evidence from the learner that they have worked with the same employer for 13 consecutive weeks. This evidence will need to be kept in the learner file and available for the Authority to check if required.

19. In the ILR the main aim or a component will need to be coded as follows:

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
DAM	002	N	Required only for Procured ASF i.e. All ITP
DAM	013 or 016	Y	Main Aim (013) or Component Aim (016) of a SWAP Programme

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

### Call-off contract providers

21. If you secured a Call-off contract from the Authority following the 2024/2025 procurement round, you are required to code your provision as set out below. It is essential that the ILR is coded correctly to ensure correct payment and enable effective monitoring of activity.

### LOT 1 – Unemployed, employed and Self employed learners.

## General LOT 1 ASF activity

22. All unemployed & employed learners are funded according to Authority funding rules. The 'Other Funding Adjustment' field is not required and should be left blank.
23. SWAP provision should be coded as shown above under 'Sector Work Academies Programme (SWAP)'. SWAP outcome payments (lot 1 only) should be coded as shown below.
24. For each learning aim the ILR must be coded as follows:

ILR Name	ILR code	Mandatory	Notes
EmpStat	10,11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
FFI	See notes	Y	1 if under earnings threshold, 2 otherwise
DAM	010	N	Only use if under earning threshold - not required for 19-23 legal entitlements
DAM	023	N	Only use if under earning threshold (prevents validation error) - not required for 19-23 legal entitlements
DAM	074	Y	Identifies LOT 1 provision (not SWAP)
DAM	002	Y	Required for Procured ASF i.e. All ITP provision

## SWAP Outcome payment (Lot 1 only)

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

ILR Name	ILR code	Mandatory	Notes
EmpStat	11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode

ILR Name	ILR code	Mandatory	Notes
SOF	118	Y	SYMCA source of funding
FundModel	38	Y	Adult Skills Fund
DAM	002	Y	Required for Procured ASF i.e. All ITP provision
DAM	016	Y	Identifies SWAP component Aim
Completion	2	Y	Required to get full on-programme funding
Outcome	1	Y	Required to trigger achievement element

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

## LOT 2 – Person Centred Approach model

28. For all providers supporting with low earnings employed learners, providers will need to use DAM code: 010 Devolved ASF Low earnings. You must not use the ESFA LDM code 363.
29. Specific learning aims have been created for lot 2 as follows. These are the only aims to be claimed for under lot 2.
30. Please note under lot 2 provision there are no additional uplifts to be applied e.g. disadvantaged.

Aim Ref	Purpose
Z0010439	Identifies lot 2 provision up to 2 Guided Learning Hours
Z0010440	Identifies lot 2 provision 3 to 4 Guided Learning Hours
Z0010441	Identifies lot 2 provision 5 to 6 Guided Learning Hours
Z0010442	Identifies lot 2 provision 7 to 12 Guided Learning Hours
Z0010443	Identifies lot 2 provision 13 to 20 Guided Learning Hours
Z0010444	Identifies lot 2 provision 21 to 44 Guided Learning Hours
Z0010445	Identifies lot 2 provision 45 to 68 Guided Learning Hours
Z0010446	Identifies lot 2 provision 69 to 92 Guided Learning Hours
Z0010447	Identifies lot 2 provision 93 to 100 Guided Learning Hours
Z0010448	Identifies lot 2 provision 101 to 196 Guided Learning Hours
Z0010449	Identifies lot 2 provision 197 to 292 Guided Learning Hours
Z0010450	Identifies lot 2 provision 293 to 388 Guided Learning Hours

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

ILR Name	ILR code	Mandatory	Notes
EmpStat	10,11 or 12	Y	Employment Status at the start of the learning aim
BSI	See notes	Y	Benefit Status Indicator ILR must be populated with the appropriate BSI code
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
FFI	1	Y	Fully funded low earnings
DAM	010 see notes	N	Only use if under earning threshold low earnings
DAM	023 see notes	N	Only use if under earning threshold low earnings <i>(prevents validation error)</i>
DAM	076	Y	Identifies lot 2 provision
DAM	002	Y	Required for Procured ASF i.e. All ITP provision.

### Innovation fund

32. Coding for individual projects may vary, your contract manager will confirm where this is applicable.
33. The Authority reserves the right to request additional information from providers delivering projects as part of the innovation fund.

ILR Name	ILR code	Mandatory	Notes
LSDPostcode	Learner Postcode	Y	Learner must have an Authority postcode
FundModel	38	Y	Adult Skills Fund
SOF	118	Y	SYMCA source of funding
DAM	003	Y	Devolved Innovation Fund

### Tailored Learning

34. Please see the new learning aim class codes from 2024/2025 - <https://www.gov.uk/government/publications/esfa-update-12-april-2023/community-learning-new-learning-aim-class-codes-from-the-2023-to-2024-academic-year>



## Summary of Main Changes from 2023/2024 to 2024/2025

Section	Page	Change
Annex A – Learner nationality eligibility for funding	45	Updated for 2024/2025. Inclusion of section on ICT Devices and Connectivity.
Annex B – Learner Support	58	Updated for 2024/2025,
Annex C – South Yorkshire adult education offer including tailored learning	61	Updated for 2024/2025.
Annex D – Glossary	64	Updated for 2024/2025.
Annex E – South Yorkshire ASF ILR Funding Requirements	72	Updated for 2024/2025.
Bus Drivers	66	Removed from guidance document
Community learning	49	Now called Tailored Learning.
Contribution Tables	16	Updated for 2024/2025
ESOL	19	We will fully fund provision for residents aged 19 and over on the day they start their ESOL learning aim where they are unemployed. We will fund ESOL learning up to and including Level 2.  We will fully fund all other residents aged 19 and over on the day they start their ESOL learning aim.
Evidence	39	Updated for 2024/2025.
Guided Learning Hours	10	Updated for 2024/2025.
Formula funding uplift	38	Removed from guidance document.
ICT Devices and Connectivity	32	New section for 2024/2025.
Innovation Fund	35	New section for 2024/2025.
Innovation Fund	66	Coding information included.
Learner Support	30	Clarity funding for learners on tailored learning or



		ASF grant or core programmes is included within the overall tailored learning or ASF grant or core allocation and not an 'additional' amount to.
Legal Entitlements	18	Updated for 2024/2025.
Level 3 FCFJ	60	Coding information updated to include 'flexibilities'
Level 3 FCFJ	24 28	Low earnings threshold increase to £30,476.96
Local Flexibilities for 2024/2025	12	New section for 2024/2025,
Lot 1 Provision	33	New section for 2024/2025,
Lot 2 Provision	34	New section for 2024/2025,
Lot 3 Provision		Removed for 2024/2025.
Lot 4 Provision		Removed for 2024/2025.
Payment arrangements – Grant	42	Amendment made for FCFJ payments from the 15 <sup>th</sup> working day to the last Friday of the month.
Payment arrangements – Call off contracts	42	Amendment made from the 15 <sup>th</sup> wording day to the last Friday of the month.
RPL (Recognition of Prior Learning)	10	Updated for 2024/2025.
Sub-Contracting	9 33	Updated guidance to include cap on management fee at 20%.  Updated guidance to include cap on the amount a learning organisation can subcontract = 25% of total allocation per funding stream.
Sub-Contracting	9	Updated to clarify status of external audit requirements.
Tailored Learning	35	Updated for 2024/2025

## Summary of anticipated changes 2024/2025 onwards

Section	Change
Guided Learning Hours	Contractual requirement to deliver a minimum requirement.
Sub-Contracting	Introduction of a sub-contracting standard.
Tailored Learning	Roll out of 2023/2024 evaluation recommendations.



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