

**MAYOR OF LONDON**

# **GLA Adult Education Budget 2022-23**

**Funding and Performance Management Rules for  
Grant-funded Providers**

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

This document sets out the funding rules that apply to all providers of education and training for London residents who receive adult education budget grant funding from the Greater London Authority.

**Version 5**

## COPYRIGHT

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# What's new?

The following table represents the key changes from version 4 of the 2022/23 AEB Grant Funding Rules published in December 2022. Please note that this document applies from the date of its publication.

## Table of Changes

Section	Paragraphs	Change
Unemployed	159 to 160	Amended the universal credit thresholds to reflect the new rates set by DWP that will be valid from 1 April 2023

# Introduction and purpose of the document

1. This document sets out the Greater London Authority's adult education budget ("AEB") funding rules for the academic year running from 1 August 2022 to 31 July 2023. The rules apply to all providers of education and training who receive AEB Grant funding from the Secretary of State for Education acting through the Greater London Authority ("GLA"). Section 101 of the Apprenticeships, Skills, Children and Learning Act 2009 allows for funding to be subject to conditions in this way.
2. The AEB aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
3. Providers must respond to the priorities set by the Mayor in the [Skills for Londoners Framework](#), and those set by local commissioners and other stakeholders, for example, the London Economic Action Partnership ("**LEAP**").
4. These rules do not apply to apprenticeships, advanced learner loans or to education and training services funded by the Education and Skills Funding Agency ("**ESFA**").
5. Separate rules apply to AEB Procured provision funded by the GLA.
6. This document forms part of the terms and conditions of funding and you must read them in conjunction with your Conditions of Funding (Grant). You must operate within the terms and conditions of the Conditions of Funding (Grant), these rules, and the Individualised Learner Record ("**ILR**") Specification and supplementary GLA guidance. If you do not, you are in breach of the Conditions of Funding (Grant) with the GLA.
7. All information, including hyperlinks, were correct when we published this document.
8. The GLA reserves the right to make changes to these rules. This may be, for example, to ensure devolved AEB aligns to the priorities outlined in the [Skills for Londoners Strategy](#) and accompanying [Framework](#) and continues to comply with any requirements set by government.



## **How this document can help you**

9. We have divided this document into three sections that contain the general funding requirements, AEB specific funding rules and payment and performance management rules.
10. Each section may include:
  - 10.1 the context of the rule in a box; and/or
  - 10.2 the rule itself as a numbered paragraph.
11. We have included a glossary to explain technical terms.
12. We have included a summary of changes to explain new policy rules and amendments that differ from Version 3 of the GLA's 2021/22 AEB Grant Funding Rules.

## **Understanding the terminology**

13. The terms 'GLA', 'we', 'us' and 'our' refer to the Greater London Authority.
14. When we refer to 'you', 'your' or 'providers', this includes colleges, higher education institutions and local authorities who receive funding from us to deliver education and training. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type.
15. We use the term 'grant agreement' to describe the GLA Adult Education Budget Conditions of Funding (Grant) which is issued to AEB Grant providers.
16. We use the terms 'individual' and 'learner' to cover those whose provision is funded by us.
17. We use the term 'provision' or 'learning' to refer to all learning that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification.
18. If we refer to qualifications, either these will be from the Regulated Qualification Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
19. If we refer to a 'learning aim', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning identified by a Learning Aim Reference Code.

20. 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 outcomes.

### **Contacting us**

21. You can contact us through our Service Desk at [AEB@london.gov.uk](mailto:AEB@london.gov.uk). You can also contact your GLA Provider Manager.

# Section 1 – General Funding Requirements

## Principles of funding

22. These funding rules apply to all learners starting new learning aims on or after 1 August 2022 on the GLA's AEB Grant funded provision, or continuing learners who have not completed their learning by 31 July 2022, but started before that date.
23. You must not transfer funding between your GLA-funded adult education budget and any other education funding you may hold.
24. We will review and monitor whether the education and training you provide represents good value for money. If we consider the funding of education and training we have provided is significantly more than the cost, we may reduce the amount of funding we pay after consulting with you.

## Who we fund

25. You must check the eligibility of the learner at the start of each learning aim and only claim funding for eligible learners.
26. To be funded by us, on the first day of learning a learner must be aged 19 or older on 31 August within the 2022 to 2023 funding year.
27. The age of the learner on 31 August in the funding year determines whether the learner is funded through the AEB funding methodology (for individuals aged 19 and over). Individuals aged 19 to 24 with an Education Health and Care Plan are funded by the ESFA through the young people's funding methodology and fall outside the scope of these rules. The AEB funding methodology will be reviewed each year and providers will be notified of changes. Please see the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023 for more information about the methodology.
28. Where we refer to a learner's age being 19, this relates to the learner being aged 19 on the 31 August within the funding year they start a learning aim. For all other purposes, the age of the learner is at the start of each learning aim.
29. A learner's eligibility will not change during the learning aim or programme.
30. Where we refer to the Employment Status of the learner, this relates to the learner's status on the day they begin their programme of learning.

31. Learners 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 year. You must reassess the learner for any further learning they start.
32. If an individual starts a learning aim or programme and is not eligible for funding, we will not fund their learning while they remain ineligible.
33. You must not fund a learner who is unable to complete a learning aim in the time they have available. Any learner, of any age, must be able to achieve the learning aim or programme within the time they have available.
34. Providers must make sure an individual is eligible before claiming funding for them.

### **Residency eligibility**

35. Individuals will be eligible for GLA funded AEB if on the first day of learning a learner is aged 19 or older on 31 August within the 2022 to 2023 funding year, the learning is taking place in England and they are resident in London. Individuals that fulfil the residency requirements set out in paragraphs 36 to 45 must have permission to live in the UK for at least 12 months on the first day of learning.

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

36. UK nationals or other persons who have a right of abode, such as residents of Crown Dependencies (Channel Islands and Isle of Man), and their family members in the UK.

#### *EEA and Switzerland nationals in the UK with EU Settlement Scheme*

37. EEA and Swiss nationals who have obtained either pre-settled or settled status under EUSS.

37.1 The EEA includes all the countries and territories listed in Annex 1

#### *Irish citizens in UK or Ireland*

38. Irish citizens who have been ordinarily resident in the UK and Islands and/or Ireland

#### *Other non-UK nationals*

39. Non-UK nationals who:

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

#### *Family members of EU nationals*

- 40. A 'family member' as defined by the Home Office is the husband, wife, civil partner, unmarried partner, child or grandchild under 21, dependent child or grandchild over 21, dependent parent or grandparent of an EU national (principal). A family member is eligible for funding if:
  - 40.1 where required to do so, they have obtained pre-settled or settled status under EUSS, and
  - 40.2 the EU national (principal) has obtained pre-settled or settled status under EUSS

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

- 41. Family members of an eligible person of Northern Ireland (principal) are eligible for funding if:
  - 41.1 they have been living in the UK by 31 December 2020 and
  - 41.2 they have obtained pre-settled or settled status under EUSS

#### *Joining family members under the EU Settlement Scheme*

- 42. 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 90 days 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 90 days and pending the outcome of any EUSS application made during that period (and of any appeal).

#### *Late applications to the EU Settlement Scheme*

- 43. The closing date for EUSS was 30 June 2021 (except for joining family members of EEA or Swiss nationals). After this date, EEA and Swiss nationals applying for courses starting in the 2021 to 2022 academic year and beyond are generally eligible for funding only if they have been granted pre-settled or settled status under EUSS.
- 44. However, 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.

45. These individuals may be eligible for funding if they:
- 45.1 have a certificate of application, and
  - 45.2 are family members of EEA/Swiss nationals (if applicable)

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

46. Any individual with any of the statuses listed below, and is a resident in London, is eligible to receive funding:
- 46.1 Refugee Status;
  - 46.2 Discretionary Leave to Enter or Remain;
  - 46.3 Exceptional Leave to Enter or Remain;
  - 46.4 Indefinite Leave to Enter or Remain<sup>1</sup>;
  - 46.5 Humanitarian Protection;
  - 46.6 Leave Outside the Rules;
  - 46.7 Ukraine Family Scheme
  - 46.8 Ukraine Sponsorship Scheme (Homes for Ukraine)
  - 46.9 Ukraine Extension Scheme
  - 46.10 the husband, wife, civil partner or child of any of the above in paragraphs 46.1 to 46.9;
  - 46.11 Section 67 of the Immigration Act 2016 Leave<sup>2</sup>; or

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<sup>1</sup> This includes Afghans eligible under the Afghan Relocation and Assistance Policy (formerly known as Locally Engaged Staff under the intimidation policy)

<sup>2</sup> A child of a person who has received leave under section 67 of the Immigration Act 2016 will come under this bullet point where they have been granted “leave in line” by virtue of being a dependent child of such a person.

- 46.12 Calais Leave to Remain<sup>3</sup>
  - 46.13 British Nationals evacuated from Afghanistan under Operation Pitting
  - 46.14 British Nationals evacuated from Afghanistan by the UK government before 6 January 2022
47. In relation to the above categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

#### *Extension or variation of current immigration permission*

48. Any learner or family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.
49. Therefore, a learner or family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal and their eligibility would be based upon this status.
50. You may wish to find information, advice and support on eligibility from the [UK Council for International Student Affairs](#).
51. The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds do not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

#### *Children of Turkish workers*

52. A child of a Turkish worker is eligible if both the following apply:
- 52.1 the Turkish worker is currently 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

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<sup>3</sup> A child of a person who has received Calais leave to remain will come under this bullet point where they have been granted "leave in line" by virtue of being a dependent child of such a person.

- 52.2 the child has been resident in the UK on or before 31 December 2020

### *Asylum seekers*

53. Asylum seekers are eligible to receive full funding if:

- 53.1 they are resident in London; and

53.1.1 have lived in the UK for six months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made; or

53.1.2 are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#).

54. An individual who has been refused asylum will be eligible for full funding if:

- 54.1 they are currently resident in London; and

54.1.1 they have appealed against a decision made by the UK government against granting refugee status and no decision has been made within six months of lodging the appeal; or

54.1.2 they are granted support for themselves under [section 4 of the Immigration and Asylum Act 1999](#); or

54.1.3 they are receiving local authority support for themselves under [section 23C](#) or [section 23CA of the Children Act 1989](#).

### *Persons granted stateless leave*

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

55.1 has extant leave to remain as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)); and

55.2 has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave.

56. A stateless person must:

- 56.1 be resident in London and;



- 56.2 be ordinarily resident in the UK on the first day of the first academic year of the course and;
57. Certain family members are also eligible under this category:
- 57.1 the spouse or civil partner of a person granted stateless leave (and who was the spouse or civil partner of that person on the leave application date), who is ordinarily resident in the UK on the first day of the first academic year of the course
- 57.2 the child of a stateless person or of the stateless person's spouse or civil partner (and who was the child of that stateless person or the child of the stateless person's spouse or civil partner on the leave application date), who was under 18 on the leave application date, is ordinarily resident in the UK on the first day of the first academic year of the course
58. "Leave application date" means the date on which a person granted stateless leave made an application to remain in the UK as a stateless person under the immigration rules (within the meaning given in section [33\(1\) of the Immigration Act 1971](#)).

*Individuals who are not eligible for funding*

59. You must not claim funding for individuals who do not meet the eligibility criteria set out below. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
- 59.1 those who are here without authority or lawful status;
- 59.2 those who are resident in the United Kingdom on a student visa unless they are eligible through meeting any other of the categories described above;
- 59.3 those who are in the United Kingdom on holiday, with or without a visa;
- 59.4 those 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;
- 59.5 those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

### *Learners in the armed forces*

60. British armed forces personnel, Ministry of Defence personnel or civil and crown servants that meet the criteria in paragraph 26, who reside in London, where the learning takes place in England are eligible for GLA funded AEB.
61. British armed forces, Ministry of Defence personnel or civil crown servants on postings outside of the UK, including their family members, are treated as ordinarily resident in the UK, who meet the criteria in paragraph 26, and are eligible for ESFA funded AEB funding.
62. Members of other nations' armed forces stationed in England, and their family members, aged 19 and over, are eligible for GLA funded AEB, set out in paragraph 26 and resides in London. We will not fund family members that remain outside of London.

### *Learners temporarily outside of England*

63. Individuals resident in London who work outside of England as part of their job are eligible for GLA funded AEB as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England.

### *Fees and charging*

64. You must not make compulsory charges relating to the direct costs of delivering a learning aim to learners we fully fund, including those with a legal entitlement to full funding for their learning. Direct costs include any essential activities or materials without which the learner could not complete and achieve their learning.
65. 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*

66. 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 the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023.
67. This does not apply where the learner achieves the learning aim.

### *Recognition of prior learning (RPL)*

68. A learner could have prior learning or attainment that has been previously accredited by an awarding organisation or could be formally recognised and count towards achievement of a qualification. If this is the case, you must:
  - 68.1 reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need.
  - 68.2 follow the policies and procedures set by the awarding organisation in regard to recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
  - 68.3 ensure you have a robust internal RPL policy and appropriate resources to deliver RPL
69. We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
70. 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.
71. If a learner enrolls on an advanced subsidiary (AS) level qualification followed by an A level, you must reduce the funding claimed for the A level to take account of the prior study rate of the AS level and record this in the 'Funding adjustment for prior learning' field in the ILR. You can access ILR information on the ILR specification, validation rules and appendices, and ILR guides and templates web pages in the [ILR guidance](#).

### *Breaks in learning*

72. You and the learner can agree to suspend learning while the learner takes a break from learning. This allows the learner to continue at a later date with the same eligibility that applied when they first started their learning.
73. We will not fund a learner during a break in learning.
74. You must record the date a learner takes a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found on the [ILR provider support manual 2022 to 2023](#).
75. You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

76. You must not use a break in learning for short-term absences, such as holidays or short-term illness.

### **What we will not fund**

77. We will not fund:
- 77.1 qualifications, units or learning aims that are not listed on [Find a Learning Aim](#), or on the [DfE list of qualifications approved for funding](#) – see paragraphs 145-156.
  - 77.2 provision to learners in custody. The [Ministry of Justice](#) funds prison education in England. Please note you can use your GLA funded AEB to fund individuals released on temporary licence as set out in paragraph 159.4.
  - 77.3 any part of any learner’s learning aim or programme that duplicates provision they have received from any other source
  - 77.4 education through AEB, where a learner is undertaking or planning to undertake an apprenticeship and where that training will;
    - 77.4.1 replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
    - 77.4.2 offer career related training that conflicts with the apprenticeship aims
    - 77.4.3 be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to.
  - 77.5 a learner to repeat the same regulated qualification where they have previously achieved it unless it is for any GCSE where the learner has not achieved grade 4 (C) or higher
  - 77.6 a learner to sit or resit a learning aim assessment or examination where no extra learning takes place

### **Subcontracting**

78. We define a delivery subcontractor as a separate legal entity that has an agreement with you to deliver any element of the education and training we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, unless those individuals

are working under your direction and control, in the same way as your own employees.

79. You must take your own legal advice about the impact of [Public Contracts Regulations 2015](#) on your recruitment of delivery subcontractors and have this advice available for inspection by us on request.
80. Your governing body or board of directors and your accounting officer (senior responsible person) must agree your policy for delivery subcontracting. You must publish your policy for delivery subcontracting on your website.
81. You must only use delivery subcontractors:
  - 81.1 if you have the knowledge, skills and experience within your organisation to successfully procure, contract with and manage those subcontractors and can evidence this with the CVs of relevant staff;
  - 81.2 that your governing body/board of directors and your accounting officer (senior responsible person) determine as being of high quality and low risk, and provide written evidence confirming this; and
  - 81.3 if you have robust procedures to ensure subcontracting does not lead to the inadvertent funding of extremist organisations.
82. You are responsible for all the actions of your delivery subcontractors connected to, or arising out of, the delivery of the services, which you subcontract.

### **Subcontractor selection and procurement**

83. You will be required to outline any subcontracting plans you anticipate carrying out prior to commencement of your grant. Any subcontracting plans must be agreed with us before any subcontracts are signed.
84. Changes to your subcontracting plans after you have entered into a grant agreement with us must be agreed with us in advance.
85. When appointing delivery subcontractors, you must avoid conflicts of interest and you must write to us through your GLA Provider Manager about any circumstances (for example, where you and your proposed subcontractor have common directors or ownership) which might lead to an actual or perceived conflict of interest.
86. You must carry out your own due diligence checks when appointing delivery subcontractors and have both the process and the results available for inspection by us. You must not use a delivery subcontractor's presence on a

public register or database, as an indicator that they are suitable to deliver to your specific requirements.

87. You must not enter into new subcontracting arrangements or increase the value of your existing arrangements if any of the following circumstances apply. These conditions will continue until we are satisfied that the concerns have been addressed and the circumstances below no longer apply:
- 87.1 if Ofsted has rated your leadership and management as inadequate;
  - 87.2 if you do not meet the [minimum standards](#); or
  - 87.3 if the outcome of your annual financial health assessment is inadequate, unless we have provided written permission in advance.

### **Entering into a subcontract**

88. You must not enter into any agreement for Brokerage.
89. You must only award contracts for delivering provision funded by the AEB to legal entities. If the legal entity is a registered company, it must be recorded as 'active' on the [Companies House](#) database.
90. You must not award a subcontract to any organisation if:
- 90.1 it has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed; or
  - 90.2 its statutory accounts are overdue
91. You must make sure that learners supported through subcontracting arrangements know about you and your delivery subcontractor's roles and responsibilities in providing the learning.
92. You must have a legally binding contract with each delivery subcontractor that includes all the terms set out in paragraph 98.
93. You must have a contingency plan in place for learners in the event that:
- 93.1 you need to withdraw from a subcontract arrangement;
  - 93.2 a delivery subcontractor withdraws from the arrangement; or
  - 93.3 a delivery subcontractor goes into liquidation or administration.
94. You must ensure that there is a continuity of Services for existing learners

95. You must make sure that the terms of your subcontracts allow you to:
- 95.1 monitor the delivery subcontractor's activity;
  - 95.2 have control over your delivery subcontractors; and
  - 95.3 monitor the quality of education and training provided by delivery subcontractors.
96. You must obtain an annual report from an external auditor if the AEB contracts with your delivery subcontractors will exceed £100,000 in any one funding year. The report must:
- 96.1 provide assurance on the arrangements to manage and control your delivery subcontractors; and
  - 96.2 comply with any guidance issued by us.
97. You must supply us with a certificate signed by the external auditor and an authorised signatory to confirm you have received a report that provides satisfactory assurance. We may ask you to provide a copy of the full report

### **Terms that you must include in your contracts with delivery subcontractors**

98. You must make sure your delivery subcontractors:
- 98.1 meet the requirements set out in our funding rules;
  - 98.2 provide you with ILR data so your data returns to us accurately reflect your subcontractor's delivery information;
  - 98.3 give us, and any other person nominated by us, access to their premises and all documents relating to GLA provision funded by the AEB; and
  - 98.4 give you sufficient evidence to allow you to:
    - 98.4.1 assess their performance against [Ofsted's Common Inspection Framework](#);
    - 98.4.2 incorporate the evidence they provide into your self-assessment report; and
    - 98.4.3 guide the judgements and grades within your self-assessment report.

- 98.5 always have suitably qualified staff available to provide the education and training we fund through the AEB;
- 98.6 co-operate with you to make sure there is continuity of learning if the subcontract ends for any reason;
- 98.7 tell you if evidence of any irregular financial or delivery activity arises; irregular activity could include, but is not limited to:
  - 98.7.1 non-delivery of training when funds have been paid;
  - 98.7.2 sanctions imposed on the delivery subcontractor by an awarding organisation;
  - 98.7.3 an inadequate Ofsted grade;
  - 98.7.4 complaints or allegations by learners, people working for the delivery subcontractor or other relevant parties; and
  - 98.7.5 allegations of fraud.

## **Monitoring**

- 99. You must manage and monitor all of your delivery subcontractors to ensure that high-quality delivery is taking place that meets our funding rules.
- 100. You must carry out a regular and substantial programme of quality-assurance checks on the education and training provided by delivery subcontractors, including visits at short notice and face-to-face interviews with staff and learners. The programme must:
  - 100.1 include whether the learners exist and are eligible; and
  - 100.2 involve direct observation of initial guidance, assessment, and delivery of learning programmes.
- 101. The findings of your assurance checks must be consistent with your expectations and the delivery subcontractor's records.

## **Second-level subcontracting**

- 102. You must not agree the use of any delivery subcontractor where this would require you to subcontract education and training to a second level. All of your delivery subcontractors must be contracted directly by you.



## **Requesting subcontracting arrangements**

103. Prior to the commencement of your grant, you must submit your subcontracting plan for the delivery year to us. You may not subcontract without our prior written approval.
104. You must also update and reconcile your subcontracting plan if your subcontracting arrangements change during the year. You may not make changes to your subcontracting plan without our prior written approval.

## **Distributing income between you and your delivery subcontractors**

105. Your governing body or board of directors must review your delivery subcontracting funding retention and charges policy. Your accounting officer must sign the policy.
106. You must publish your delivery subcontracting funding retention and charges policy on your website before entering into any subcontracting agreements for each funding year.
107. As a minimum, you must include the following in your delivery subcontracting funding retention policy:
  - 107.1 your contribution to improving your and your delivery subcontractor's quality of teaching and learning;
  - 107.2 the typical percentage range of funding you retain to manage delivery subcontractors, and how you calculate this range. We will consider a retention of up to 20% of funding to manage delivery subcontractors as a maximum cap and would not expect providers to retain more than this. In exceptional cases, we will consider higher retention amounts and then only if there is a compelling rationale. This will be assessed on a case-by-case basis;
  - 107.3 any support delivery subcontractors will receive in return for the fee you charge;
  - 107.4 any oversight and management of delivery which you will carry out with the funding you retain;
  - 107.5 if appropriate, the reason for any differences in retention amounts or support provided to and management and oversight of different delivery subcontractors;

- 107.6 payment terms between you and your delivery subcontractors; the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received;
  - 107.7 how and when you communicate and discuss your policy with current and potential delivery subcontractors;
  - 107.8 timing for policy review (which should be done annually); and
  - 107.9 where you publish your policy.
108. You must also tell us the actual level of funding paid and retained for each of your delivery subcontractors in 2022 to 2023.
109. You must include the following in your published delivery subcontracting funding retention and charges information:
- 109.1 name of each delivery subcontractor;
  - 109.2 the [UK Provider Reference Number](#) (UKPRN) of each delivery subcontractor;
  - 109.3 contract start and end date for each delivery subcontractor;
  - 109.4 funding we have paid to you for AEB delivery by each delivery subcontractor in that funding year;
  - 109.5 GLA funding you have paid to each delivery subcontractor for AEB delivery in that funding year;
  - 109.6 GLA funding you have retained in relation to each delivery subcontractor's AEB delivery for that funding year; and
  - 109.7 if appropriate, GLA funding each delivery subcontractor has paid to you for services or support you have provided in connection with the subcontracted delivery.

### **Match funding requirements relevant to the adult education budget**

110. ESF match funding requirements no longer apply to GLA Grant-funded AEB providers. Providers must seek GLA approval before using our funds to make bids for, or claims from, European funding on their own behalf or on our behalf.
111. If you are a provider of AEB Procured provision, please refer to the separate document [Funding and Performance Management Rules for Procured Providers](#).

## Evidence

112. You must hold and retain evidence to assure us that you are using the funding appropriately. Most evidence will occur naturally from your normal business process.
113. You must make sure enrolments for GLA funded AEB support your decision to claim funding and support the individual's case for consideration as resident in London, or any exceptions set out in the 'Residency eligibility' section.
114. 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

115. The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.
116. Evidence in the evidence pack must assure us that the learner exists.
117. The learner must confirm information they provide is correct when it is collected.
118. If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
119. Where you hold information centrally, you only need to refer to the source.
120. If applicable, the evidence pack must confirm the following:
  - 120.1 all information reported to us in the ILR and the Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report;
  - 120.2 your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided to support their eligibility for funding;
  - 120.3 copies of all assessments and diagnostics undertaken to determine a learner's requirements;
  - 120.4 information on prior learning that affects the learning or the funding of any of the learning aims or programme;

- 120.5 for 'personalised learning programmes', for example, learning not regulated by a qualification, full details of all the aspects of the learning to be carried out, including supporting evidence of the number of planned hours reported in the ILR;
  - 120.6 a description of how you will deliver the learning and skills and how the learner will achieve;
  - 120.7 the supporting evidence about why you have claimed funding and the level of funding for a learner;
  - 120.8 details of any learner or employer contribution;
  - 120.9 support needs identified, including how you will meet these needs and the evidence of that;
  - 120.10 that learning is taking or has taken place and records are available;
  - 120.11 if applicable, a learner's self-declaration as to what state benefit they claim;
  - 120.12 if applicable, a learner's self-declaration relating to their status of being out of work and outside benefit arrangements;
  - 120.13 a learner's self-declaration on their status relating to gaining a job; and
  - 120.14 all records and evidence of achievement of learning aims. This must be available within three months of you reporting it in the ILR.
121. 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.
122. If a subcontractor delivers any provision to the learner, it must clearly identify who it is. This must match the information reported to us in the ILR.

### **Confirmation and signatures**

- 123. The learner must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
- 124. We accept electronic evidence, including electronic/digital signatures, but you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.

125. 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:
- 125.1 An electronic signature is defined as any electronic symbol or process that is associated with any record or document where there is an intention to sign the document by any party involved. An electronic signature can be anything from a check box to a signature and/or
- 125.2 A digital signature is where a document with an electronic signature is secured by a process making it non-refutable. It's a digital fingerprint which captures the act of signing by applying security to a document. Usually documents which have a digital signature embedded are extremely secure and cannot be accessed or amended easily
126. 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.
127. 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**

128. You can only claim GLA funded AEB for learning when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing or similar learning.
129. For your direct delivery, and any subcontracted delivery, you and where relevant, your subcontractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.
130. Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.
131. You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.

132. Where the learning is certificated, you must follow your awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

### **Leaving learning**

133. 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 a learning activity.

### **Individualised Learner Record (ILR)**

134. You must accurately complete all ILR fields as required in the [2022 to 2023 ILR Specification](#) and any supplementary GLA guidance, even if they are not required for funding purposes.
135. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible individuals. You must not report inaccurate information that would result in an overstatement of the funding claimed.
136. Where your data does not support the funding you have claimed, we will take action to get this corrected and could recover funds you have claimed.

### **London Learner Survey**

137. You are required to support the implementation of the London Learner Survey, which is used to measure the impact of provision funded through AEB. You must administer the baseline survey to all AEB-funded learners. This includes any learners undertaking provision delivered by any third parties, and any learners undertaking distance learning. You must ensure that learners completing AEB provision are identified in submissions of ILR data within 3 months of their leaving date. You are required to engage with GLA's research partner responsible for the survey.
138. You must schedule designated time for learners to complete the survey. A tutor or other staff member must be available to support with responding to learner queries when completing the survey. You have the flexibility to determine the most effective method of administering the survey under these conditions.

139. A target learner participation rate of 50% will apply. Where participation rates fall below the target, the provider may be required to attend a monitoring meeting with the GLA to explore how participation rates can be improved.
140. Failure to achieve a 50% learner participation rate in the London Learner Survey will impact upon your future AEB allocation.

### **Self-declarations by learners**

141. All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.
142. All self-declarations of learners who are out of work and outside benefit arrangements must confirm the learner's willingness to work or that they are seeking exceptional support with social integration.
143. If a learner self-declares prior attainment, you must check this in the [personal learning record \(PLR\)](#) query any contradictory information with the learner. The PLR will not necessarily override the learner's self-declaration.

## Section 2 – Adult Education Budget

### Provision and individuals we fund

#### *Legal entitlements*

GLA funded AEB supports four legal entitlements to full funding for eligible adult learners. These are set out in the [Apprenticeships, Skills, Children and Learning Act 2009](#), and enable eligible learners 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 C, grade 4, or higher, and/or
- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23, and /or
- Information technology ('digital') skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

Note: The legal entitlements for level 2 and level 3 follow the definition of fullness in paragraphs 189 to 190 and 191 to 192 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 learner and the learner should be made aware of their entitlement rights and progression routes on completing an entitlement qualification.

144. If an individual meets the legal entitlement eligibility criteria, you must not charge them any course fees.
145. Eligible learners exercising their legal entitlement, must be enrolled on qualifications approved for funding through the relevant entitlement. For the funding year 2022 to 2023, providers can find approved qualifications in the ESFA list of qualifications approved for funding, for the following entitlement offers:
- 145.1 Level 2 and Level 3; and/or
  - 145.2 English and maths; and/or
  - 145.3 Essential digital skills qualifications.

### **Level 3 adult offer and the level 3 legal entitlement**

146. 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 legal level 3 legal entitlement. For more information on the eligibility criteria refer to paragraphs 173 to 188.

## **British Sign Language**

147. We will fully fund any learner 19+ whose first or preferred language is British Sign Language (BSL), or who cannot access spoken language because of their deafness and would benefit from BSL, to study for qualifications in BSL, up to and including level 2.
148. We will also fully fund any learner aged 19 and over, where they are unemployed as set out in paragraphs 159 to 160, in receipt of a low wage as set out in paragraphs 162 to 165, or out of work and outside benefit arrangements as set out in paragraph 161, to study for qualifications in BSL, up to and including level 2.
149. The following qualifications will be covered under this entitlement:
- 149.1 Entry level award in BSL (accredited by iBSL or ABC);
  - 149.2 Level 1 certificate in BSL (accredited by Signature, iBSL or ABC);  
and
  - 149.3 Level 2 certificate in BSL (accredited by Signature, iBSL or ABC).

## **Upskilling of teaching staff to deliver improved specialist provision for learners with SEND**

150. We will fully fund eligible learning aims which support the upskilling of teaching or learning support staff to deliver improved specialist provision for learners with SEND within the adult/further education sector.
151. The above funding flexibility must be used to support eligible staff employed within the publicly funded adult and further education sectors in teaching or learning support roles.
152. Only learning aims approved by the GLA in advance of enrolment will be fundable within this flexibility. A list of eligible learning aims will be published on the GLA website and updated from time to time. In order to add a learning aim to this list of eligible learning aims, providers must submit a short business case, using a [template](#) found on the GLA website, to [AEB@london.gov.uk](mailto:AEB@london.gov.uk).

## Local flexibility

GLA funded AEB also supports delivery of flexible tailored provision for adults, including qualifications and components of these **and/or** non-regulated learning, up to level 2 – we call this ‘local flexibility’.

Local flexibility provision either is fully or co-funded, depending on the learner’s prior attainment and circumstances. Please refer to the ‘level of contribution’ charts in paragraphs 157 and 158 and paragraphs 159 to 256 for learner eligibility. Where appropriate for the learner, you can deliver local flexibility provision alongside a legal entitlement qualification.

153. Learners aged 19 to 23 progressing towards their first full level 2 must undertake learning at entry and/or level 1 only from local flexibility.

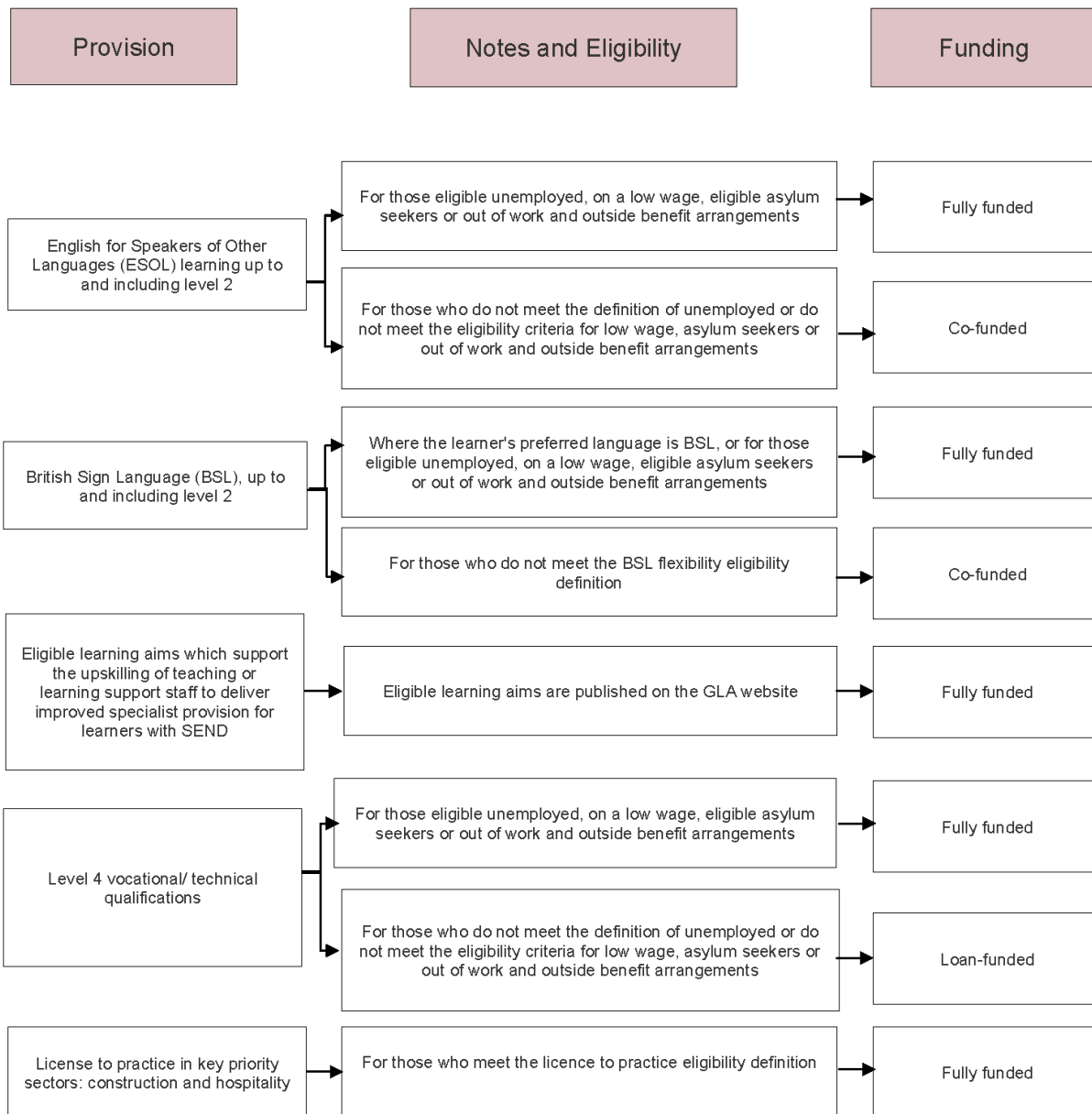
### Local flexibility and legal entitlements

154. Learners aged 19 to 23 who progress onto their first full level 2, must only enrol on a qualification approved for funding from the [qualifications website](#).
155. Learners aged 19 to 23 and aged 24 and over, who have already achieved at level 2, or above, can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications in the level 2 legal entitlement list available on the [qualifications website](#) or [Find a Learning Aim](#).
156. Learners aged 24 and over who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from the local flexibility offer, or qualifications in the level 2 legal entitlement list available on the [qualifications website](#) or [Find a Learning Aim](#).

## Contribution Chart 1: 19-23 year-olds

157. The level of contribution we will fund is as follows.

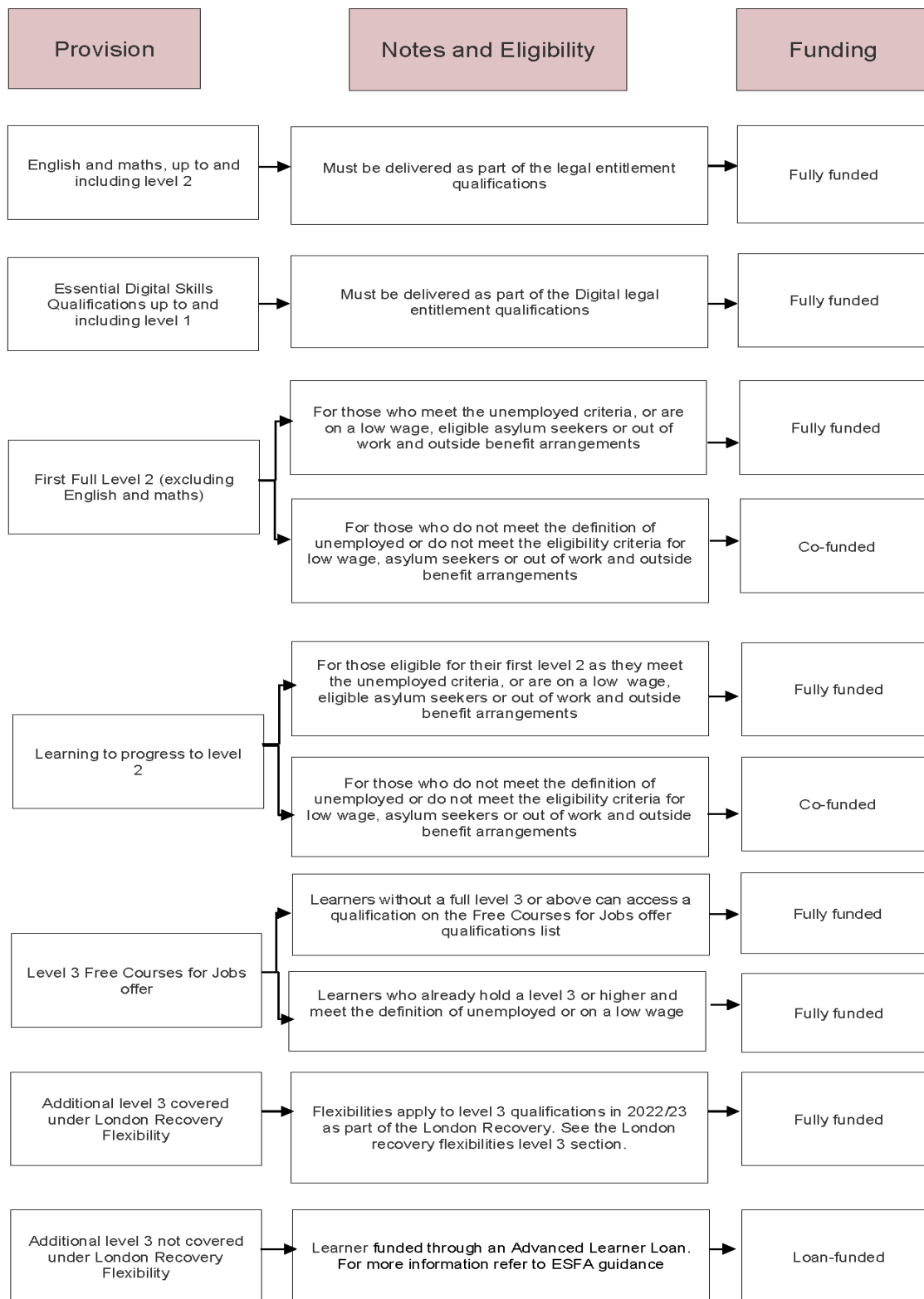
Provision	Notes and Eligibility	Funding
English and maths, up to and including level 2	Must be delivered as part of the legal entitlement qualifications	Fully funded
Essential Digital Skills Qualifications up to and including level 1	Must be delivered as part of the Digital legal entitlement qualifications	Fully funded
First full level 2 (excluding English and maths)	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 19-23 year olds who do not have a first full Level 2. See the local flexibility and legal entitlements section.	Fully funded
Learning aims up to and including level 2, where the learner has already achieved a first full level 2 or above	For those eligible unemployed, on a low wage, eligible asylum seekers or out of work and outside benefit arrangements	Fully funded
	For those who do not meet the definition of unemployed or do not meet the eligibility criteria for low wage, asylum seekers or out of work and outside benefit arrangements	Co-funded
Learning aims to progress to a full level 2 – up to and including level 1	Must be delivered as entry or level one provision from local flexibility	Fully funded
Level 3 legal entitlement (learners first full level 3)	First full level 3 must be delivered as part of the legal entitlement qualifications	Fully funded
Level 3 Free Courses for Jobs offer	Learners without a full level 3 or above can access a qualification on the Free Courses for Jobs offer qualifications list	Fully funded
	Learners who already hold a level 3 or higher and meet the definition of unemployed or on a low wage*	Fully funded
Additional level 3 covered under London Recovery Flexibility	Flexibilities apply to level 3 qualifications in 2022/23 as part of the London Recovery. See the London recovery flexibilities level 3 section.	Fully funded
Additional level 3 not covered under London Recovery Flexibility	Learner funded through an Advanced Learner Loan. For more information refer to ESFA guidance	Loan-funded

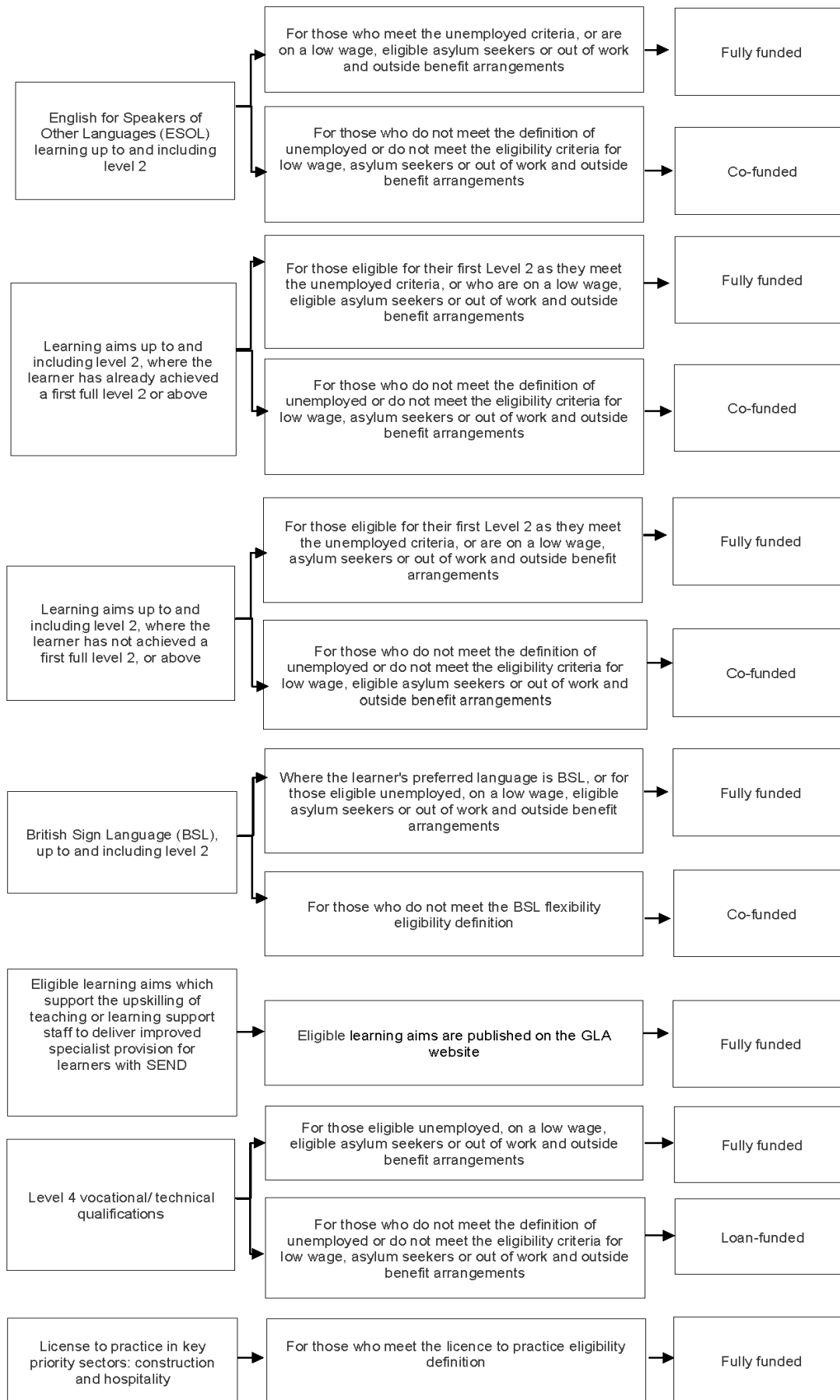


NOTE: Once a learner has been funded by free courses for jobs (FCFJ) in line with the funding rules, they will have exhausted their eligibility for the FCFJ offer.

## Contribution Chart 2: 24+

158. The level of contribution we will fund is as follows.





NOTE: Once a learner has been funded by free courses for jobs (FCFJ) in line with the funding rules, they will have exhausted their eligibility for the FCFJ offer.

## Definitions used in the AEB

### *Unemployed*

159. For funding purposes, we define a learner as unemployed if one or more of the following apply, they:
- 159.1 receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only;
  - 159.2 receive Employment and Support Allowance (ESA);
  - 159.3 receive Universal Credit, and their take-home pay as recorded on their Universal Credit statement (disregarding Universal Credit 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
  - 159.4 are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice.
160. Providers may also use their discretion to fully fund other learners if both of the following apply. The learner:
- 160.1 receives other state benefits (not listed in paragraph 159) and their take home pay (disregarding Universal Credit 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
  - 160.2 wants to be employed, or progress into more sustainable employment, and their take home pay (disregarding Universal Credit 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.

### *Individuals out of work and outside benefit arrangements*

161. Providers may use their discretion to fully fund learners who are out of work and are not in receipt of benefits and
- 161.1 want to be employed, and/or

- 161.2 are seeking exceptional support with social integration, including those with no recourse to public funds.

### *Learners in receipt of low wage*

162. You may fully fund learners who are employed, or self-employed, and would normally be co-funded, up to and including level 2. You must be satisfied the learner meets both of the following:
- 162.1 is eligible for co-funding; and
- 162.2 earns less than the London Living Wage as an annual gross salary on the date of the learner's learning start date. Learners will be deemed to earn less than the London Living Wage as an annual gross salary if they earn less than the hourly London Living Wage at that point in time, multiplied by 37.5 (hours per week), multiplied by 52 (weeks per year). Based on the 2022/23 London Living Wage, this would be £23,302.50.
163. From 1 April 2022 you may also fully fund learners who meet the criteria set out in paragraph 162.2 and paragraphs 1 to 182 for qualifications included in the level 3 free courses for jobs offer
164. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a Universal Credit Statement within 3 months of the learner's learning start date, or a current employment contract which states gross monthly/annual wages. Please note this is not an exhaustive list but must support your decision to award full funding to an individual who would normally be eligible for co-funding.
165. You must use DAM code 010, DAM code 023 and FFI code 1 to claim full funding for learners who meet the requirements set out in paragraph 162. The 2022/23 London Living Wage must be used to assess learner eligibility once announced by the Living Wage Foundation (usually in November). This will be updated in a subsequent version of these Rules.

### *London Recovery Programmes*

166. London Recovery Programmes are focussed on supporting unemployed Londoners or Londoners at risk of becoming unemployed to undertake skills provision that will support them into employment. This would support provision only where it relates to:
- skills provision to support sector-based work academies to progress adults into local vacancies;



- courses to support employment aligned to the Expanded Work and Health programme; and
- any other specified provision related to London's recovery.

### *Sector-based work academy programme*

167. The [sector-based work academy programme \(SWAP\)](#) is designed to help Jobcentre Plus claimants build confidence to improve their job prospects to enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. Sector-based work academies can last up to 6 weeks and have 3 main components:
- pre-employment training
  - work experience placement
  - a guaranteed job interview
168. Participants must remain on benefits throughout their placement. Only the pre-employment training element in London can be funded through the AEB, and normally lasts 2-3 weeks.
169. Other components, travel and childcare costs must be funded through the Jobcentre Plus whilst claimants are on the work experience placement.
170. FE providers must be part of the SWAP local design process and should be informed when to expect referrals and how many.
171. You must keep a copy of the claimant's SWAP referral notification issued by Jobcentre Plus in the evidence pack setting out start date and times for their AEB funded pre-employment training.
172. For the purposes of recording delivery of SWAP pre-employment training you must use LDM code 375 and complete the [Benefit Status Indicator \(BSI\)](#) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

### *Level 3 Free Courses for Jobs Offer*

173. As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This offer is also known as the free courses for jobs offer.
174. Londoners supported by the Free Courses for Jobs adult offer must meet the national residency eligibility criteria set out in [Adult education budget \(AEB\)](#)

[funding rules 2022 to 2023 - GOV.UK \(www.gov.uk\)](#). Please note that these rules are amended from time to time.

175. The offer includes:
- Level 3 qualifications which will support the development of new skills for adult learners, and improve the prospects of eligible adults in the labour market. In particular, adults aged 24+ will now be able to access fully-funded Level 3 provision from the qualification website
  - additional level 3 qualifications for 19 to 23-year-olds that are not included in the legal entitlements
  - Support funding in line with paragraphs 272-278.
  - 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.
176. An uplift is payable at two different rates and follows the earnings methodology set out in the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023 This uplift should be used to support delivery of the level 3 adult offer.
177. Only level 3 qualifications on the [level 3 adult offer](#) will attract an uplift. There may be additions to the list, to ensure it meets the needs of the economy – we encourage providers to check availability regularly.
178. When qualifications are added to the funding eligibility list, they will become eligible for funding from that publication date, and not be backdated to the start of the Level 3 adult offer (1 April 2021), or the start of the 2022/23 Academic Year.
179. Please note this policy is subject to potential further amendments and clarifications.
180. Refer to the [ESFA's level 3 qualifications flow charts](#) document which sets out the options available to a learner who wishes to enrol on a level 3 qualification. This is supplementary to these AEB funding rules and to the advanced learner loans rules.
181. We will fully fund individuals as part of this offer where they:
- 181.1 meet the eligibility criteria as set out in paragraph 174
  - 181.2 are aged 19 or above on 31 August within the 2022 to 2023 funding year

- 181.3 have not achieved a full level 3 qualification, or above, which meets the requirements set out in paragraph 191-193.
- 181.4 enrol on the level 3 FCFJ qualifications approved for funding
182. We will also fully fund individuals as part of the offer where they meet the definition of being unemployed as set out in paragraphs 159 to 160 or meet the low wage criteria as set out in paragraph 162 to 165 and enrol on the level 3 FCFJ qualifications approved for funding, including learners who already have a level 3 qualification or higher.
183. We will fund eligible learners to take one ‘short’ qualification, without exhausting their eligibility, followed by one further qualification in the level 3 FCFJ offer. 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](#).
184. You must not claim for GLA AEB funding where learners are already being funded through an advanced learner loan (ALL), or a skills bootcamp (where applicable), for qualifications that are in the level 3 FCFJ offer. The criteria for ALL can be found in the [ALL funding rules 2022 to 2023](#).
185. You must:
- use LDM code 378 and FFI code 1 to claim funding for learners who meet the requirements set out in paragraph 181.
  - use LDM code 378, FFI code 1, and LDM code 382 when recording learners who meet the low wage eligibility criteria
  - 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](#)
186. Refer to paragraphs 330-338 for further information on payments and performance management arrangements. Further information is included in the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023 and Technical Guidance Note.
187. Providers will also have discretion to use up to 20% of their Free Courses for Jobs allocation to fund learners who meet the criteria set out in paragraphs 181 to 184 and are:
- 187.1 Enrolled in Level 3 qualifications included in the GLA L3 local flexibility list but not included in the national list of qualifications; and
- 187.2 These qualifications are technical, vocational or occupational

- 187.3 Qualifications funded through this flexibility will not attract an uplift as outlined in paragraphs 176 to 177. Please refer to the Technical Guidance Note for further information.
188. Separately, through its London Recovery Flexibilities (see paragraphs 227-230), the GLA will fully fund learners to undertake level 3 qualifications in addition to the legal entitlement where they are unemployed or in receipt of a low wage. For example, if a learner has already achieved a first full level 3 qualification, they could enrol in a second full level 3 qualification provided the criteria at paragraphs 227-230 are met. Providers will be expected to use their FCFJ allocations over their main AEB allocations to fund eligible learners where courses through the Level 3 FCFJ offer and the GLA Level 3 Flexibility overlap.

### *Full level 2*

189. Full level 2 is the level of attainment which is demonstrated by:
- 189.1 a General Certificate of Secondary Education in five subjects, each at grade 4 (C) or above, or
- 189.2 a Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance tables
190. 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 fully funded if they meet the definition of unemployed (paragraphs 154 to 155), meet the eligibility criteria for low wage (paragraphs 156 to 158) or is out of work and outside benefit arrangements (paragraph 164). Please contact [qualifications.esfa@education.gov.uk](mailto:qualifications.esfa@education.gov.uk) if you need advice on a previous qualification's designation.

### *Full level 3*

191. Full level 3 is the level of attainment which is demonstrated by a:
- 191.1 General Certificate of Education at the advanced level in two subjects;
- 191.2 General Certificate of Education at the AS level in four subjects;
- 191.3 QAA Access to Higher Education (HE) Diploma at level 3;
- 191.4 Technical level, or applied general qualification at level 3, which meets the requirements for the 16 to 19 performance tables
- 191.5 Core maths at level 3

192. If a learner aged 19 to 23 has achieved a level 3 qualification that was, at the time they started, or still is 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. Please contact [qualifications.esfa@education.gov.uk](mailto:qualifications.esfa@education.gov.uk) if you need advice on a previous qualification's designation. Some subsequent level 3 qualifications are funded in 2022/23 through the London Recovery Flexibility. See paragraphs 227-230 for further information.
193. 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.
194. The ESFA is reviewing the inclusion of these qualifications in the level 3 entitlement list.

### Approved qualifications

195. Where you deliver regulated qualifications and/or their components you must ensure they are eligible for GLA funded AEB and available on [Find a Learning Aim](#).
196. Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or component in line with the awarding policies and procedures. You must not 'pre-register' students a significant period in advance of the learner starting the qualification.
197. We will fund qualifications that are linked to occupational regulation/licence to practise. You can find more information about these qualifications on the Qualifications website.
198. Before delivering a component, you must check with the awarding organisation that they provide a learner registration facility and the learner can achieve it alone or as part of accumulating achievement towards a qualification.
199. If the [UK ENIC](#) has confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 [legal entitlement](#), the individual will be deemed to have achieved their first level 2 and/or level 3 qualification.
200. 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 about the [Learner Records Service guidance](#).

## Non-regulated learning

201. Where you deliver non-regulated learning you must ensure it is eligible for funding. Such learning could include:
  - 201.1 independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work;
  - 201.2 locally-commissioned and/or locally-developed basic knowledge and skills needed to access technical qualifications;
  - 201.3 employability and labour market re-entry;
  - 201.4 locally-commissioned and/or locally-devised technical education short courses (also known as taster sessions); or
  - 201.5 community learning courses
  - 201.6 basic digital skills courses, including where learners are unable to undertake digital skills qualification specified in the digital entitlement (paragraphs 214-217)
202. The eligibility principles we apply to non-regulated learning are as follows:
  - 202.1 it must not be provision linked to UK visa requirements;
  - 202.2 it must not be provision linked to occupational regulation unless there is an agreed concession in place;
  - 202.3 it must not be restricted to being delivered to employees of only one employer;
  - 202.4 it must not be learning, for example, 'induction to college', that should be part of a learner's experience;
  - 202.5 it must not be a non-regulated version of a regulated qualification;
  - 202.6 it must not be above notional level 2 (that is, at notional levels 3 or 4);
  - 202.7 at notional level 2 it must focus on technical provision.
203. Where you are delivering non-regulated learning you must ensure you have appropriate and robust quality assurance processes in place. For instance 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'.

Further [information on RARPA](#) is available from the Learning and Work Institute.

## Learning in the workplace

204. We will fund learning in the workplace where a learner has a legal entitlement to full funding for:
- 204.1 English and/or maths up to and including level 2 (paragraph 207); and/or
  - 204.2 a first full level 2 (paragraph 218.1.1)
  - 204.3 a first full level 3 qualification (paragraph 218.1.2).
  - 204.4 essential digital skills qualification, up to and including level 1 (paragraph 214)
205. We will fund learning in the workplace for the level 3 adult offer and level 3 flexibility.
206. We will not fund any qualification or learning aim delivered at an employee's workplace, and is either relevant to their job or their employer's business, unless:
- 206.1 It is a legal entitlement qualification stated in paragraph 204
  - 206.2 It is a first qualification in BSL as stated in paragraph 147
  - 206.3 It is a national level concession that responds to a significant negative economic impact for a specific industry, or work placement or work experience, unless it is delivered as part of a traineeship programme, or the Prince's Trust Team programme, or
  - 206.4 It is delivered in order to upskill staff to deliver improved specialist provision for learners with SEND within the adult and further education sectors, as outlined in paragraph 150-152.

## English and maths for those aged 19 or older

207. We will fully fund individuals, including individuals who are employed, aged 19 or older, who have not previously attained a GCSE grade 4 (C), or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:
- 207.1 GCSE English language or maths;

- 207.2 Functional Skills English or maths from Entry to level 2;
- 207.3 Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education and ESFA.
- 208. 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.
- 209. You must not enrol individuals on qualifications, which are not necessary for progressing towards a GCSE or Functional Skill level 2.
- 210. You must not fund an apprentice for English or maths from the AEB.
- 211. We will fully fund non-regulated English and maths learning for learners, including those assessed at pre-entry level, aged 19 years and over with significant learning difficulties or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake provision identified in paragraph 207.
- 212. You must:
  - 212.1 carry out a thorough initial assessment to determine an individual's current level using current assessment tools based on the national literacy and numeracy standards and core curriculums or DfE published English and Maths Functional Skills subject content;
  - 212.2 carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study;
  - 212.3 enrol the learner on a level above that at which they were assessed and be able to provide evidence of this;
  - 212.4 deliver ongoing assessment to support learning; and
  - 212.5 record the evidence of all assessment outcomes in the evidence pack.
- 213. The assessments must place a learner's current skills levels within the level descriptors used for the RQF.



## Digital entitlement for those aged 19 or over

214. 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)
215. We will fully fund non-regulated learning for learners, including those assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake provision identified in paragraph 214. This provision must be aligned with the national standards for essential digital skills and must not be a non-regulated version of a regulated qualification (see rules for non-regulated learning, paragraphs 201 to 203).
216. You must:
- 216.1 Carry out an initial assessment using current assessment tools based on the national standards for essential digital skills
  - 216.2 Carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study
  - 216.3 Enrol the learner on a level above that at which they were assessed and be able to provide evidence of this
  - 216.4 Deliver ongoing assessment to support training
  - 216.5 Record the evidence of all assessment outcomes in the evidence pack.
217. The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

## Individuals aged 19 to 23 (excluding English, maths, digital and ESOL)

218. We will fully fund 19 to 23-year-olds, including individuals who are employed, on the day they start the following learning:
- 218.1 qualifications defined within the legal entitlement that are a learner's:
    - 218.1.1 first full level 2; and/or
    - 218.1.2 first full level 3 as part of the legal entitlement and/or access to additional qualifications from the level 3 adult offer.

- 218.2 local flexibility provision:
  - 218.2.1 up to and including level 1 to support progression to a first full level 2; and/or
  - 218.2.2 level 2 for those who already have a full level 2 if they are unemployed or out of work and outside benefit arrangements.
- 219. 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 wage flexibility may apply, refer to paragraphs 162 to 165.

### **Individuals aged 24 or older (excluding English, maths, digital and ESOL)**

- 220. We will fully fund individuals aged 24 or older on the day they start the following learning:
  - 220.1 provision up to, and including, a level 2, if they are unemployed as set out in paragraphs 159 to 160 or out of work and outside benefit arrangements as set out in paragraph 161.
  - 220.2 Qualifications from the level 3 adult offer, or above, if learners do not have a full level 3 qualification and they meet the eligibility criteria set out in paragraphs 173 to 188.
- 221. We will co-fund all other learners aged 24 years and older for provision up to, and including, a level 2. Where learners are employed the low wage flexibility may apply, refer to paragraphs 162 to 165.

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

- 222. We will fully fund individuals aged 19 and over on the day they start their ESOL learning aim where they are unemployed as set out in paragraphs 159 to 160, out of work and outside benefit arrangements as set out in paragraph 161 or in receipt of a low wage as set out in paragraphs 162 to 165.
- 223. We will co-fund all other individuals aged 19 and over on the day they start their ESOL learning aim.
- 224. We will fund ESOL learning up to and including Level 2.
- 225. Providers offering ESOL qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. You can access information on this in the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023 or subsequent versions.

## London Recovery Flexibilities

226. The following section outlines the flexibilities that have been introduced this year and retained from the previous academic year to support London's Recovery.

### *Level 3*

227. Learners may be fully funded to undertake Level 3 qualifications beyond the legal entitlement list, where they are:

227.1 Unemployed; or

227.2 Out of work and outside benefit arrangements; or

227.3 in receipt of a low wage as described at paragraph 162, and

227.4 enrolled on a qualification that supports an individual to regain work or employment stability.

228. Introduced in the academic year 2020/21, the Level 3 flexibility supports the London recovery in respect of the COVID-19 pandemic. Qualifications eligible for the level 3 flexibility may include courses such as certificates or vocational diplomas that are designed to provide progression to work. Qualifications should be listed on the [Find a learning aim](#) service on GOV.UK as AEB Adult Skills fundable learning aims. Further guidance will be issued about recording the flexibility on the ILR.

229. Qualifications such as Access to HE Diplomas are not in scope for the level 3 flexibility. Qualifications that are confirmed as being withdrawn under the Review of post-16 qualifications at level 3 and below in England are not included. Permission should be sought from the GLA Provider Manager for the delivery of any qualifications that may fall outside the above arrangements but where exceptional circumstances may apply for priority employment reasons.

230. The level 3 flexibility is available in conjunction with the level 3 free courses for jobs offer discussed at paragraphs 173-188.

### *Non-formula funding*

231. To adapt provision and respond flexibly to the London recovery skills needs in each local area, providers may continue to use up to 10% of their AEB formula funded allocation for non-formula funded provision. Providers should use this flexibility to respond to local skills needs such as short courses to enable Londoners to progress into work, in particular where they are unemployed or impacted by the cost of living crisis. Providers should demonstrate good value

for money when applying this flexibility. Providers should refer to the guidance set out at paragraphs 257-262 in designing non-formula activity.

232. The flexibility does not apply to ringfenced allocations used to deliver the level 3 Free Courses for Jobs offer.

### *London Factor*

233. To support a renewed focus on lifelong learning and progression from lower levels up to level 3 and beyond, a 'London factor' 13.5% funding uplift will be applied to the weighted base rate of all AEB-fundable qualifications up to and including level 2. This additional investment at lower levels of learning will support providers to offer more holistic and targeted support for learners. This support could include greater pastoral care, additional tailored support, employment coaching, and other delivery that 'wraps' around learning and addresses the challenges many learners with lower level skills face in progressing in education and training. This funding uplift also recognises the rising costs of delivery for skills training incurred by providers in London.
234. As a condition of this additional investment, providers will be required to submit a Delivery Plan demonstrating how their proposed provision will meet the objectives of the London Recovery Missions.
235. For continuing learners who started in the 2021/22 academic year, or for learners with a 2022/23 start date who are restarting a programme that began in 2021/22 after a break in learning, the London Factor uplift remains 10%.
236. More information on how the funding uplift will be applied is available at the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023.

### *Sectoral Academy Hubs*

237. The Mayoral Academy Programme is aimed at supporting Londoners into good jobs, with a focus on sectors key to London's recovery.
238. In order to support and maximise the delivery of Londoners with the right skills moving into employment, a fixed payment of £400 (not including any disadvantage uplift) for a reported job outcome will be paid to AEB providers who are approved members of a Hub. This payment will be based on the delivery of a job outcome, via Hub reporting, where the outcome is linked to Hub partnership activity and that the learner was offered training or support responding to the requirements of employment opportunities in a priority sector. Only the Adult Skills element of the AEB grant will be eligible to draw down job outcome payments.

239. An Academy job outcome is defined as a job entry of a learner who was not in employment upon their enrolment to an adult skills funded (Funding Model 35) learning aim, to a job which relates to a priority sector, is a minimum of 16 hours/week and is expected to last at least four consecutive weeks. This outcome must pay at or above the London Living Wage and not involve the use of zero hours contracts. In order to be eligible for a job outcome payment, the learner must have already completed one or more adult skills learning aims that taken together last for a minimum duration of 55 guided learning hours. The job outcome must be realised within six months of the completion of their programme of learning (specifically completion of their last learning aim).
240. Payment for job outcomes for AEB grant providers will be made annually through the end of year reconciliation process based only on actual achievement recorded in the final R14 ILR data.
241. More information will be released in the GLA AEB Funding Rates and Formula, GLA AEB Technical Guidance Note documents, and via the hubs. Please also refer to the programme Prospectus.

### *Level 4 qualifications*

242. Learners may be fully funded to undertake non-prescribed vocational and technical qualifications at Level 4 that support skills gaps in London where they are unemployed, out of work and outside benefit arrangements, or are in receipt of a low wage as described in paragraph 162, regardless of prior qualification level.
243. A list of eligible qualifications will be published on the [GLA website](#) and updated from time to time. Funding any other Level 4 qualifications is subject to approval by the GLA. Please refer to the Technical Guidance Note for further detail about recording the flexibility on the ILR.
244. Funding non-prescribed vocational and technical qualifications at Level 4 will support AEB providers to offer clear progression routes from existing provision into skills training that leads to high labour-market returns and/or supports skills gaps in priority sectors for London.

### *Licence to Practice*

245. Learners may be fully funded for specific licences to practice where they are unemployed, out of work and outside benefit arrangements and have the right to work in the UK, or are in receipt of a low wage as described in paragraph 162.

246. By funding licences to practise learning schemes, the GLA will offset the costs of accreditation and support increased progression into work for learners accessing sector-relevant training through the AEB.

247. The GLA will pilot this flexibility in the following sectors/occupations based on mayoral priority sectors and skills gaps.

**Construction:** Construction Skills Certification Scheme (Labourer).

251.1 The GLA will fully fund the Construction Skills Certification Scheme accreditation cost (CSCS card) and, if required, the test fee for the associated CITB Health, Safety and Environment qualification.

**Hospitality:** SIA Licence (Door Supervisor).

251.2 The GLA will fully fund the SIA licence cost and, if required, the associated First Aid qualification.

248. For both sectors, licence to practice costs can be claimed for eligible learners on their successful completion of a sector-relevant, licence-linked AEB-funded learning aim in the current academic year.

249. The GLA will provide further detail in the [Technical Guidance Note](#) for 2022/23 on the sector-relevant AEB-funded learning aims that will enable this flexibility, and on the relevant coding to be able to claim this activity in the ILR.

### **Learners with learning difficulties or disabilities**

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

251. The ESFA has the responsibility for securing the provision of reasonable facilities for education and training suitable to the requirements of persons who are 19 and over. The ESFA has delegated this responsibility to the GLA. This includes learners 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.

252. 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.

253. We will fund learners aged 19+ whose first language is BSL to study for a first qualification in BSL, up to and including level 2 as stated in paragraphs 147 to 149.

## Learners with an Education, Health and Care Plan

254. To access provision and support costs you must inform us before the start of the 2022 to 2023 funding year where a learner:
- 254.1 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
  - 254.2 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.
  - 254.3 The learner must:
    - 254.3.1 have an EHC plan that confirms their needs could only be met by the training organisation they are, or were, attending;
    - 254.3.2 continue to make progress on the programme of learning as set out in their EHC plan.
255. If a learner has an EHC plan, you must report this in the 'Learner funding and monitoring' fields in the ILR.
256. 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.

## Community Learning

**This section only applies to providers with a non-formula Community Learning allocation included in Appendix 1 of their grant agreement.**

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

- progress towards formal learning or employment; and/or
- improve their health and well-being, including mental health; and/or
- develop stronger communities.

The community learning objectives, set out in annex 2, ask you to widen participation and transform people's destinies by supporting progression relevant to personal circumstances. We would expect you to encourage and support all



learners to progress onto new or more stretching provision and to the achieve the social and economic outcomes outlined in your delivery plans. We would not expect to see multiple enrolments on similar level courses, or a repeat of similar learning aims where this does not benefit the learner's development.

Community Learning Courses are delivered and reported on the ILR under the following four delivery strands:

**Personal and Community Development Learning** – learning for personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment (in most cases not leading to a formal qualification);

**Family English, Maths and Language** – learning to improve the English, language and maths skills of parents, carers or guardians and their ability to help their children;

**Wider Family Learning** – learning to help different generations of family members to learn together how to support their children's learning; and

**Neighbourhood Learning in Deprived Communities** – supports local Voluntary and other third sector organisations to develop their capacity to deliver learning opportunities for the residents of disadvantaged neighbourhoods.

Please note, non-formula Community Learning funding follows funding model 10.

## Non-formula funding

257. Where applicable, your AEB allocation will include an amount of non-formula community learning funding. We state this value in Appendix 1 of your grant agreement. You must deliver non-formula funded community learning provision in line with the existing community learning objectives set out in Annex 2, up to this maximum amount, and subject to any approved increases to your budget or reduction requests.
258. Non-formula community learning funding is paid on a monthly profile, see Annex 4. You must 'attribute costs' for eligible learners, up to the value of your non-formula community learning allocation. This should include the cost of delivering learning and any support costs, in line with learner and learning support set out in paragraphs 272 to 298. You must record these costs in the learner's evidence pack.
259. You have the flexibility to use all, or some, of your non-formula community learning funding in line with the AEB formula-funded methodology (fund model 35), to meet local demand.



260. You can use this amount of non-formula community learning funding (stated in your Appendix 1) to deliver non-regulated provision that may be similar to community learning. If you do, you must:
- 260.1 follow the AEB formula-funded methodology and submit ILR data under fund model 35; and
  - 260.2 enrol learners following the AEB eligibility requirements set out paragraphs 157 to 256, you must not use your community learning local fee remission policy.
261. You can support learners aged under 19 if they meet both of the following criteria, the learner is:
- 261.1 a parent, carer or guardian attending a wider family learning or family, English, maths or language course; and
  - 261.2 funded through non-formula community learning using funding model 10 in the funding model field (refer to ILR guidance for more information.)
262. You must not use non-formula community learning funding for learning that is eligible for funding through an advanced learner loan.

### **Pound Plus and local fee remission policy**

263. **Pound Plus** – the ‘Pound’ represents the public pound, the ‘Plus’ is everything else that you can generate in addition to your non-formula community learning funding allocation, such as fee income, funding from other sources, resources in kind and other sources of revenue/sponsorship/volunteering.
264. You must have in place a ‘Pound Plus’ policy. You must invest Pound Plus fee income/savings for the people who most need, and can least afford, community learning provision.
265. **Local fee remission policy** – you must have in place and operate a fair and transparent community learning local fee remission policy that requires individuals to pay for 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.
266. Your Pound Plus and Local Fee remission policies must be available on your website and/or in the venues you deliver community learning to eligible learners.

## Partnership working

267. Partnership working underpins the community learning objectives and is critical to developing and delivering an effective community learning offer in a given locality.
268. You must engage and work closely with a wide range of relevant partners and stakeholders in your local area to help shape your community learning offer to engage specific groups. These could include specialist partners, such as health, Jobcentre Plus and schools, and voluntary and community sector (VCS) organisations.
269. We expect you to work with other providers in your local area, who may be in receipt of non-formula community funding. We expect you to develop a strategic, efficient community learning offer to reduce duplication of courses in a locality, and signpost learners to other partners as and when appropriate.

## Prince's Trust Team Programme

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

270. In order to deliver the team programme, you must get approval from [The Prince's Trust](#).
271. For eligible learners aged 19 to 25, we fund the team programme through our AEB funding methodology. Please also refer to the Prince's Trust section in the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023.

## Support funding

The AEB's over-arching 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 or disability, or a financial barrier, your AEB allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.

## Learning support

272. Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the [Equality Act 2010](#), for learners who have an identified learning difficulty or disability, to achieve their learning goal.
273. Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.
274. You must:
- 274.1 carry out a thorough assessment to identify the support the learner needs;
  - 274.2 agree and record the outcome of your assessment in the evidence pack;
  - 274.3 record all outcomes on the evidence pack and keep all evidence of the assessment of the needs, planned and actual delivery; and
  - 274.4 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.
275. All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate you must also use the [Earning Adjustment Statement \(EAS\)](#).
276. 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.
277. There is one exception when you may claim the entire cost through the EAS. This is where the learning aim is delivered in less than one calendar month.
278. You can claim learning support if learning continues past the planned end date and the learner needs continued support in order to complete their programme.

## Exceptional learning support claims above £19,000

If a learner needs significant levels of support to start or continue learning and has support costs of more than £19,000 in a funding year, you can claim exceptional learning support (ELS).

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

279. You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs of more than £19,000 in a funding year, by completing and sending the GLA [ELS claims document](#).
280. To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan.
281. 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

282. Learner support is available to provide financial support for individuals with a specific financial hardship preventing them from taking part / continuing in learning. Before you award support to a learner, you must identify their needs within the following 'categories':
  - 282.1 hardship funding – general financial support for vulnerable and financially disadvantaged learners;
  - 282.2 20+ childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs;
  - 282.3 Residential access funding – to support GLA AEB-funded learners (set out in paragraph 34) where they need to live away from home in order to access provision; and
  - 282.4 ICT devices and connectivity - to support disadvantaged learners who cannot undertake online delivery

283. 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).
284. You must:
- 284.1 have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
  - 284.2 assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack
  - 284.3 report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR
  - 284.4 complete a [mid-year funding forecast and a final claim](#)
  - 284.5 consider the availability of other support for learners, for example from Jobcentre Plus
  - 284.6 make it clear to learners it is their responsibility to tell the Department for Work and Pensions about any learner support they are receiving from you, as learner support payments may affect their eligibility to state benefits.
  - 284.7 Use either AEB or loans bursary to support specific provision funded by either AEB or ALL where a learner is on 2 courses at the same time.
285. You must not use learner support funds for any of the following:
- 285.1 essential equipment or facilities if the learner is eligible to receive full funding with the exception of the items covered in the Hardship section in paragraph 286.1 and the new flexibilities responding to Coronavirus (COVID-19) in paragraphs 228 and 229.
  - 285.2 a learner in custody or released on temporary licence
  - 285.3 a learner carrying out a higher education course or learning aims fully funded from other sources

- 285.4 to pay weekly attendance allowances or achievement and attendance bonuses.

## Hardship

- 286. You can use hardship funds for the following:
  - 286.1 course-related costs, including course trips, books and equipment (where costs are not included in the funding rate)
  - 286.2 support with domestic emergencies and emergency accommodation provided by others, or by providing items or services or cash direct to the learner, this can be in the form of a grant or repayable loan provided by you
  - 286.3 transport costs (but not make a block contribution to post-16 transport partnerships or routinely fund transport costs covered in the local authority's legal duty for learners of sixth-form age)
  - 286.4 examination fees
  - 286.5 accreditation fees, professional membership fees and any fees or charges due to external bodies
  - 286.6 your registration fees
- 287. In exceptional circumstances, you can use hardship funds with course fees for learners who need financial support to start or stay in learning.
- 288. 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

- 289. You can only use childcare funding to pay for childcare with a childminder, provider or childminder agency, registered with Ofsted.
- 290. You must not use childcare funding to:
  - 290.1 fund informal childcare, such as that provided by a relative
  - 290.2 set up childcare places or to make a financial contribution to the costs of a crèche
  - 290.3 fund childcare for learners aged under 20 on the first day of learning; instead you must direct them to the ESFA's ['Care to Learn'](#) programme.

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

### **Residential access funding**

292. You can use residential access funding to support GLA-funded AEB learners who meet eligibility criteria, where they need to live away from home, for example to access specialist provision which involves a residential element, or to support learners who cannot access provision locally. You must:
- 292.1 set out the criteria and procedures for considering and agreeing applications for support from your residential access funds
  - 292.2 only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances.
  - 292.3 Only claim residential access funding for the period the learner is resident, this could be in accommodation you own or manage or other accommodation which you have agreed to fund in line with your criteria
  - 292.4 Ensure costs claimed represent value for money for the local area
  - 292.5 Where you have your own residential facilities you must publish your rates

### **ICT devices and connectivity**

293. 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:
- 293.1 internet access at home, and/or
  - 293.2 a suitable device, for example a laptop or tablet, to complete the necessary online course work
294. You must secure value for money when purchasing IT devices and/or internet access including:
- 294.1 deploying any unused devices before you purchase new ones
  - 294.2 exploring options to access low cost second hand or recycled devices
  - 294.3 avoiding entering long term contract arrangements

- 294.4 holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us, if asked
- 295. 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:
  - 295.1 they will return the device when their online learning aim(s) is complete, or if they leave before completing their learning
  - 295.2 they will return the device in the same condition in which they received it
- 296. You must maintain an up-to-date record of the loan and return of devices to learners.
- 297. You must record the following evidence in the learner's evidence pack:
  - 297.1 the outcome of the assessment undertaken to identify the learner's individual needs

the learner declaration referred to above

### **Job outcome payments**

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



## Section 3 – Payments and Performance Management

299. This section sets out the principles by which we will manage your performance in the 2022 to 2023 funding year.
300. For the purposes of this section, we use the term ‘grant value’ to mean your funding allocation as set out in Appendix 1 of your grant agreement.
301. We will apply our principles of performance management consistently to all AEB-grant funded providers.
302. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. Your track record will include Ofsted grades, minimum quality standards, education performance data, financial health, financial management and control, and your previous delivery against your grant agreement, where this information is available. Further information is available in our monitoring and intervention policy – [Managing Provider Performance](#).
303. As part of our financial assurance and monitoring work, we will continue to monitor compliance with the funding rules. We will contact you where we identify you have submitted data, claims or evidence that does not meet our funding rules and ILR and EAS requirements. We will require you to correct inaccurate ILR and EAS data or to adjust your final funding claim.
304. We expect to undertake termly performance management meetings.
305. The frequency of monitoring and review visits may be increased if you are underperforming or we have other concerns about your delivery.
306. We strongly encourage you to submit monthly ILR and quarterly EAS returns via the national process.
307. You must submit your funding claims in line with the funding claims 2022 to 2023 guide which we will publish in autumn 2022. We will review the actual spend you submit in your final funding claim against the ILR and EAS data you provide.
308. In autumn 2022, we may use your 2021 to 2022 outturn to review your grant value for 2022 to 2023. We may increase or reduce your 2022 to 2023 grant

value to a level that is in line with your 2021/22 outturn (increases are subject to affordability and providers meeting our track record criteria set out in paragraph 302).

309. You can voluntarily reduce your AEB funding allocation. If you want to do this, please let your GLA Provider Manager know by Friday 31 January 2023 at the latest.
310. Your Conditions of Funding (Grant) will span two financial years:
  - 310.1 August 2022 to March 2023: periods 1 to 8 of the 2022 to 2023 funding year; and
  - 310.2 April 2023 to July 2023: periods 9 to 12 of the 2022 to 2023 funding year.
311. We may increase or decrease the number of performance management meetings we operate, in line with delivery against the funding available for AEB.

### **Continuing learners**

312. The ESFA will continue to be responsible for AEB learners that are resident in a devolved/delegated area who were in learning prior to 1 August 2019 but did not complete by 31 July 2022 (continuing learners). You must ensure you meet the cost of continuing learners from within your ESFA funded AEB allocation, as you have always done.
313. Learners that started since the 1 August 2019 continue to be the GLA's responsibility.

### **AEB Grant**

314. Your AEB is allocated to you as a block grant for 2022 to 2023. We will make payments on the standard national profile as set out in Table 1 of Annex 4.
315. Your grant agreement will state the maximum amount of AEB provision you can deliver between 1 August 2022 and 31 July 2023. It will also state the maximum value of non-formula funded community learning we will fund (where applicable to you).
316. Your AEB block grant can be used to fund new starts for adult skills, non-formula funded community learning (where applicable to you) and learner support.
317. You must provide three funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding

year. The funding claims must include adult skills, non-formula funded community learning and learner support funding. The funding claims you must provide are set out below but please refer to the funding claims guidance (when published) for details of the:

- 317.1 the mid-year funding claim;
  - 317.2 the year-end forecast claim; and
  - 317.3 the final funding claim.
318. At the end of the 2022 to 2023 funding year we will apply a 3% reconciliation tolerance for under-delivery. Where your delivery of the overall AEB is at least 97% of your AEB block grant funding allocation, we will not make a year-end adjustment to your AEB block grant funding allocation and you will not have to pay back any unspent funds.
319. If you do not deliver 97% or above, we will confirm the value of funding you must pay back in your reconciliation statement.
320. We will fund up to 3% of over-delivery above your contract value at the end of the 2022 to 2023 funding year. This means we will fund delivery up to 103% of your AEB allocation. Any delivery you undertake above this level is at your own risk.
321. Our calculation of the 97% and 103% will only include delivery of non-formula funded community learning up to the value specified in your grant agreement (where applicable).
322. If a learner is continuing learning at the final R14 data collection at the end of the year, but you record in a subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back. You can pay this funding back through the earnings adjustment statement as per the [GLA AEB Funding Rates and Formula](#) for 2022 to 2023. You will be required to submit an additional return identifying the learner who is the subject of the late data and further guidance on the process is included in the GLA AEB Technical Guidance for Providers.
323. AEB block grants and AEB contract for services remain separate with different payment and performance management arrangements. You cannot vire funds between the two without our prior written approval.

## **Increases to your adult education budget grant agreement**

324. We will provide information on opportunities to request increases to your adult education budget in early 2023 by submitting a growth business case.

## **Monitoring and managing performance**

325. GLA Provider Managers will work closely with AEB providers to ensure that their delivery and performance meets the criteria agreed in the grant agreement. GLA Provider Managers will undertake regular monitoring visits to providers and will raise any concerns regarding delivery, including performance, at the earliest opportunity.
326. Where issues with performance and/or the quality of delivery are identified, we will work with you, the ESFA and Mayoral Combined Authorities (where appropriate) to develop an action plan to address these issues. If performance does not improve in accordance with the action plan, we reserve the right to reduce your grant value.
327. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. We may not consider growth requests and may reduce or remove your allocation if one or more of the following is true:
- 327.1 your Ofsted grade is inadequate
  - 327.2 you are in formal intervention for [minimum standards](#) or inspection
  - 327.3 you have been issued with a notice for financial management and control
  - 327.4 you have been issued with a notice to improve, additional conditions of funding or additional contractual obligations in relation to minimum quality standards for 19+ education and training
  - 327.5 you have significantly underdelivered against your contract value in previous years
  - 327.6 you are subject to an investigation for breach of contract and/or failed audit.
328. Please refer to [GLA Managing Provider Performance](#) for further details on GLA AEB Grant-funded provision monitoring and intervention processes.

## **Impact of COVID-19 and London Recovery**

329. Due to the need to maintain social distancing, we recognise that there will be a continuing impact of COVID-19 in 2022/23. We will take into account the impact as part of the reconciliation process for 2022/23. Providers should seek to ensure that AEB funding is fully utilised for the purpose of supporting the London recovery through the delivery of adult education and skills, in particular engaging those Londoners who are recently unemployed.

### **Level 3 Free Courses for Jobs Offer**

330. For learners aged 19-23, eligible Level 3 qualifications that are included on the level 3 adult offer list, and their corresponding uplifts, will be funded through your AEB adult skills allocation.
331. For learners aged 24 and above, their first full level 3 qualification cannot be funded within your AEB adult skills allocation. Your ringfenced 2022/23 FCFJ allocation can be used to fund qualifications on the level 3 adult offer for delivery to learners aged 24 and above.
332. Funding for learner support and learning support is included in your FCFJ allocation. We will make payments on the standard national profile as set out in Table 1 of Annex D: Standard national profiles.
333. You must use LDM code 378 to record delivery for level 3 Free courses for Jobs offer when you submit ILR data. Please refer to the [ILR specification](#) for more information about using LDM codes.
334. You must provide 3 funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year. The funding claims you must provide are set out below but please refer to the funding claims guidance for details of the:
- 334.1 Mid-year forecast funding claim
  - 334.2 Year-end forecast funding claim
  - 334.3 Final funding claim
335. At the end of the 2022 to 2023 funding year we will apply a 3% reconciliation tolerance. Where your delivery is at least 97% of your allocation line, we will not make a year-end adjustment and you will not have to pay back any unspent funds.
336. Subject to budget availability, we will fund up to 10% of delivery above your allocation line contract value at the end of the 2022 to 2023 funding year. This means we will fund delivery up to 110% of your August 2022 to July 2023

contract value subject to you meeting our track-record checks (see paragraph 327). Any delivery you undertake above this level is at your own risk.

337. You cannot request a virement between your AEB grant allocation and your FCFJ allocation.
338. If additional funding is allocated to you and you do not want to offer this funding or have the capacity to deliver, you can decline the additional funding or reduce the amount. We will assume you can deliver the additional funding and issue a grant agreement variation unless you let your Provider Manager know otherwise.

## Section 4 – AEB grant-funded providers paid based on actual levels of delivery

339. This section applies to providers that hold a grant funding agreement payable based on actual delivery with the GLA for the 2022/23 Academic Year. Provision delivered under these agreements will be managed in the same way as other AEB grant-funded provision, unless otherwise stated in this section.
340. Where your grant agreement refers to delivery targets, we will monitor and manage performance against these in the same way as other AEB grant-funded provision, unless otherwise stated in this section.
341. Your grant agreement will state the maximum value of provision you can deliver over the period of the grant agreement.
342. For the purposes of this section, we use the term 'lifetime grant value' to mean the value of the GLA AEB funding awarded to you for the entire duration of the grant delivery period, where a grant has been awarded for multiple years.
343. You must use DAM code 022 to record the delivery of provision funded when you submit ILR data. You must provide a monthly ILR return for this provision.
344. We will pay the adult skills component on the basis of your actual delivery each month. For 2022/23 we will be using the ESFA's ILR methodology and payments system service offer to calculate your payments. For each funding year, we will therefore pay only up to the funding year contract value for funding periods 1 to 8 in the first financial year, and only up to the funding year contract value for funding periods 9 to 12 in the second financial year.
345. We will pay you the Learner Support component on the standard national profile set out in Table 2 of Annex 4 of this document. We will reconcile this funding at the end of the funding year based on the funding claims you provide. We will recover under-delivery.
346. You must provide 3 funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year. The funding claims you must provide are set out below but please refer to the funding claims guidance for details for the:
- 346.1 mid-year forecast funding claim
  - 346.2 year-end forecast claim

- 346.3 final funding claim
347. The value of your actual delivery will be calculated using the validated data and claims provided by you. We will reconcile this funding at the end of the funding year based on your annual final funding claim and evidence you have provided. We will make any necessary adjustments following this, including recovering any overpayments for ineligible delivery or errors identified through audit or monitoring. Where your grant agreement is for multiple years, we may increase or reduce your lifetime grant value to a level that is in line with your 2022/23 performance or at the sole discretion of the GLA pay for excess delivery. Any increases in lifetime grant value or excess payments are subject to affordability and your performance track record against criteria set out in paragraph 302.
348. You can voluntarily reduce the value of your grant agreement. If you want to do this, please inform your GLA Provider Manager.
349. The provision delivered under the grant agreement must be in line with what is included in the grant agreement. Any changes to your planned delivery must be agreed with the GLA in advance. Where your grant agreement refers to targets, your performance against these will be reviewed on a regular basis in line with the arrangements at paragraphs 314 to 317.
350. Your allocation can only be used to deliver Adult Skills formula-funded activity. We will not fund non-formula funded provision through your agreement.
351. You cannot vire funding between the allocations set out in this agreement with any other GLA allocations, or other budgets funded by the ESFA or other devolved authorities. You cannot vire funding between any separate AEB and FCFJ allocation lines within your agreement.
352. The 97% tolerance threshold and the 103% over-delivery payments referenced in paragraphs 318-321 will not apply to your grant agreement. Provider payments are based on actual levels of delivery.
353. The GLA may reduce or terminate your grant allocation value if it considers your performance to be unsatisfactory based on your claims or the outcome of our monitoring and review processes. Where a reduction in your grant allocation applies, will reflect some or all of the value of the under-delivery to date outside of the delivery targets set out in your grant agreement. We may extrapolate the reduction forwards. This means we will reduce your allocation for the remainder of the year by the same percentage we reduce your year to date allocation.



## Annex 1 – Eligibility for Funding

This Annex sets out the countries falling within the below categories as referenced in paragraph 35 to 62.

### British Overseas Territories

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

### EEA

The EEA comprises of the following countries:

- All Member States of the European Union  
You can access a list of member states on the EU website.
- With respect to EEA nationality, note that any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national.
- Iceland
- Lichtenstein
- Norway
- Switzerland  
Although Switzerland is not part of the formally recognised EEA, its nationals are eligible under various international treaties signed by the UK and Swiss governments.

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

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

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

## Annex 2 – Community Learning 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, e.g.:
  - 3.1 improved confidence and willingness to engage in learning;
  - 3.2 acquisition of skills preparing people for training, employment or self-employment;
  - 3.3 improved digital, financial literacy and/or communication skills;
  - 3.4 parents/carers better equipped to support and encourage their children's learning; and
  - 3.5 improved/maintained health and/or social well-being.
4. Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
  - 4.1 increased volunteering, civic engagement and social integration;
  - 4.2 reduced costs on welfare, health and anti-social behaviour;
  - 4.3 increased online learning and self-organised learning; and
  - 4.4 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:
  - 5.1 bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay;
  - 5.2 using effective local partnerships to bring together key providers and relevant local agencies and services;

- 5.3 devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer;
- 5.4 involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace;
- 5.5 supporting the wide use of online information and learning resources; and
- 5.6 minimising overheads, bureaucracy & administration.

### Annex 3 – Grant Agreement milestones

Adult education budget minimum information returns:

Milestone	Timing of Milestone
ILR Returns	In line with Annex A of <a href="#">ILR specification</a>
Funding Claims (including Earnings Adjustment Statements where applicable)	Mid-year: February 2022 Year-end: June 2022 Final claim: October 2022 Please note: Earnings Adjustment Statements can be submitted more frequently, as required.
3% tolerance for under-delivery at year end calculated	Final claim: October 2022

## Annex 4 – Standard National Profiles

The following table refers to P1 to P12. These represent the funding year periods where P1 is August and P12 is July.

**Table 1: AEB block grant standard national profile**

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
AEB block grant monthly profile	14.44%	8.58%	8.67%	7.08%	5.69%	7.44%	5.39%	5.36%	12.69%	10.21%	8.70%	5.75%
AEB block grant cumulative profile	14.44%	23.02%	31.69%	38.77%	44.46%	51.90%	57.29%	62.65%	75.34%	85.55%	94.25%	100.00 %

**Table 2: AEB contracts for services standard national profile**

	P1 %	P2 %	P3 %	P4 %	P5 %	P6 %	P7 %	P8 %	P9 %	P10 %	P11 %	P12 %
Adult skills monthly profile	7.93	9.14	9.44	8.54	6.67	8.47	8.38	8.48	8.32	7.47	8.63	8.53
Adult skills cumulative profile	7.93	17.07	26.51	35.05	41.72	50.19	58.57	67.05	75.37	82.84	91.47	100
Learner support monthly profile	50.0	0.00	0.00	0.00	0.00	25.0	0.00	0.00	25.0	0.00	0.00	0.00
Learner support cumulative profile	50.0	50.0	50.0	50.0	50.0	75.0	75.0	75.0	100	100	100	100

## Annex 5 – Glossary

20+ childcare	A category of learner support to assist learners aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
Advanced learner loan	Advanced learner loans are available for individuals aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced learner loans give individuals access to financial support for tuition costs similar to that available in higher education and is administered by Student Finance England.
AEB funding methodology	The funding methodology for individuals aged 19 and over, participating in AEB learning. You can access AEB funding methodology on the <a href="#">GLA website</a> .
Brokerage	By brokers we mean where a third-party matches, for a fee, a provider with an unused allocation with a provider that can secure enrolments of learners to utilise it.
Break in learning	When a learner is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future.
Care to learn	A Department for Education scheme to assist young parents under the age of 20 with the childcare costs that may form a barrier to them continuing in education.
Community Learning	Helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, and learn how to support their children better, or prepare for progression to more formal courses/employment.
Components of regulated qualification	A subset of a qualification, which could be a unit.
Devolved area Monitoring (DAM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in GLA funded programmes or initiatives.



Digital Entitlement	<p>The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are:</p> <p>Essential Digital Skills Qualifications</p>
Direct costs of learning	<p>Any costs for items without which it would be impossible for the learner to complete their learning aim. This can include the costs of registration, examination or any other activities or materials without which the learner cannot achieve their programme of study.</p>
Earnings adjustment statement (EAS)	<p>The form providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record.</p>
Education health and care (EHC) plan	<p>An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to ‘secure’ the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.</p>
Employment status (formerly employed)	<p>The main types of employment status are:</p> <ul style="list-style-type: none"> <li>• worker</li> <li>• employee</li> <li>• self-employed and contractor</li> <li>• director</li> <li>• office holder</li> </ul> <p>More information on <a href="#">employment status</a> is available.</p>
English for speakers of other languages (ESOL)	<p>The study of English by speakers of other languages.</p>
European Economic Area (EEA)	<p>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</p>

	on 1 January 1994. Please refer to <b>Annex 1 – Eligibility for Funding</b> for more information.
European Social Fund (ESF)	The ESF is a structural fund from the European Union. It improves the skills of the workforce and helps people who have difficulties finding work.
Evidence pack	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the learner exists, is eligible for funding, and the learning to be provided.
Exceptional learning support	Learning support funding to meet the costs of putting in place a reasonable adjustment for a learner who requires more than £19,000 in a funding year.
<a href="#">Find a learning aim</a>	<a href="#">Find a learning aim</a> provides online services to find the latest information on available qualifications, apprenticeship standards, T Levels and units. Standards will show you information on funding, dates and common components. Qualifications and units show you funding streams for courses and the last date learners can start.
Full level 2	The following qualifications are designated full at level 2: <ul style="list-style-type: none"> <li>• a General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above</li> <li>• a Technical Certificate at level 2 which meets the requirements for 2018 to 2019 16 to 19 performance table</li> </ul>
Full level 3	The following qualifications are designated full at level 3: <ul style="list-style-type: none"> <li>• a General Certificate of Education at the advanced level in two subjects</li> <li>• a General Certificate of Education at the AS level in four subjects</li> <li>• a QAA Access to Higher Education (HE) Diploma at level 3</li> <li>• a Tech level or applied general qualification, at level 3 which meets the requirements for 2018 16 to 19 performance tables, technical and applied qualifications in the 16 to 18 performance tables for 2017, 2018, 2019,</li> </ul>

	<p>2020, 2021, 2022 and 2023 (tech levels, applied general qualifications, technical certificates)</p> <ul style="list-style-type: none"> <li>• Core maths qualification at level 3</li> </ul>
Full or co-funding Indicator (FFI)	Indicates whether a learning aim is fully funded or co-funded in Adult Skills or Other Adult Funding.
Functional skills	Applied practical skills in English, maths and ICT that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
Funding Model (10 and 35)	Identifies the funding methodology we apply to submission of finalised ILR data. For AEB funding, Funding Model 10 and 35 are used, noting model 10 is non-formula funded (i.e. ILR data does not generate a funding rate and is paid on monthly profile) and model 35 is formula funded. Refer to <a href="#">2022/23 ILR Specification</a> for more information.
Funding year	The adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.
General Data Protection Regulation	The General Data Protection Regulation (GDPR) is a, Europe-wide law that replaced the Data Protection Act 1998 in the UK. It is part of the wider package of reform to the data protection landscape that includes the Data Protection Act 2018. The GDPR sets out requirements for how organisations have to handle personal data.
Guided learning	<p>As defined by Ofqual: “The activity of the learner in being taught or instructed by – otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of ‘participating in education and training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.”</p> <p>You can find more information in the <a href="#">Ofqual Handbook</a></p>

GLA Provider Manager	Each grant recipient will be allocated a dedicated single point of contact within City Hall.
Hardship	Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training.
Individualised learner record (ILR)	The primary data collection requested from learning providers for further education and work-based learning in England. Government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.
Job outcome payments	Payments made for learners who are unemployed at the start of learning who take up a job.
Learner file	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the learner exists, is eligible for funding, and the learning to be provided.
Learner support	Funding to enable providers to support learners with a specific financial hardship that might prevent them from being able to start or complete their learning.
Legal entitlement	<p>The <a href="#">legal entitlement to education and training</a> allows learners to be fully funded who are aged:</p> <ul style="list-style-type: none"> <li>• 19 and over, who have not achieved a grade 4 (legacy grade C), 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> </ul> <p>19 and over, who have digital skills assessed at below level 1.</p>
Learning aim reference number	The unique eight-digit code used to identify a specific learning aim.

Learning delivery monitoring (LDM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in ESFA funded programmes or initiatives.
Learning planned end date	The date entered onto the individualised learner record (ILR) when the learner is expected to complete their learning.
Learning support	Funding to enable providers to put in place a reasonable adjustment, set out in the <a href="#">Equality Act 2010</a> , for learners with an identified learning difficulty and/or disability to achieve their learning goal.
Local flexibility	Regulated qualifications, and or their components, and non-regulated learning that the ESFA funds, that is not part of the English and maths, or level 2 or level 3 legal entitlement offer. All regulated and non-regulated learning that is available for funding through the flexible local offer is listed on <a href="#">The Hub</a> .
London	The area comprising the areas of the London boroughs, the City and the Temples shall constitute an administrative area to be known as Greater London.
London Factor	A 13.5% funding uplift applied to the weighted base rate of all AEB-fundable qualifications up to and including level 2. This additional investment at lower levels of learning will support providers to offer more holistic and targeted support for learners.
London Learner Survey	A London-wide survey of learners commissioned by the GLA that will measure the extent to which learners progress into further learning or employment, as well as measures of health, wellbeing and social integration. More information is available on the <a href="#">GLA website</a> .
London Living Wage	The London Living Wage is an hourly rate of pay, currently set at £11.95. It is calculated independently to reflect the high cost of living in the capital, giving a worker in London and their family enough to afford the essentials and to save. The basket of goods draws on the Minimum Income Standard to identify everyday living costs through public consensus. The rates are calculated annually by the Resolution Foundation and overseen by the Living Wage Commission, based on the best available evidence about

	<p>living standards in London and the UK. The rates are announced on Monday of the first week of November each year.</p>
London Recovery Programmes	<p>London Recovery Programmes are focussed on supporting unemployed Londoners or Londoners at risk of becoming unemployed to undertake skills provision that will support them into employment.</p>
Non-formula community learning funding	<p>Where applicable, providers receive a non-formula funded community learning allocation' as part of their AEB which is paid on a monthly profile. Submission of ILR data does not generate a funding value for the learning aim/s a learner participates on. Instead providers attribute costs up to the value of their non-formula community learning allocation. Providers submit community learning data through funding model 10 – Refer to the <a href="#">2022/23 ILR Specification</a>, for more information.</p>
Non-regulated learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include:</p> <ul style="list-style-type: none"> <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>
Ofqual	<p>The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations and assessments in England.</p>
Personal learning record (PLR)	<p>A database that allows individual learners access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers.</p>
Recognising and Recording Progress and Achievement (RARPA)	<p>The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published <a href="#">updated RARPA Guidance</a>. This comprises a clear framework designed to support learners through the learning process, identifying key outcomes. It provides a robust</p>

	<p>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 <a href="#">The Learning and Work Institute</a>.</p>
Recognition of prior learning (RPL)	<p>An assessment method that considers whether a learner can demonstrate that they can:</p> <ul style="list-style-type: none"> <li>• meet the outcomes for a qualification or a component of a qualification through knowledge, 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>
The Register of Training Organisations (the Register)	<p>The Register of Training Organisations (the Register) maintained by the ESFA of organisations qualified to receive Funding from the ESFA other than for apprenticeships, or any subsequent register which serves a similar purpose.</p>
Regulated Qualifications Framework (RQF)	<p>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.</p>
Residential Support	<p>Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.</p>
Sector-based Work Academy Programme (SWAP)	<p>Sector-based Work Academy Programme is a DWP scheme that offers pre-employment training, work experience placements and a guaranteed job interview for recipients of Jobseeker’s Allowance (JSA), Universal Credit (all work-related requirements group) or Employment and Support Allowance.</p>
Self-declaration	<p>A process where the learner is able to confirm something through his or her own signature.</p>
Senior responsible person	<p>For example, chief executive, managing director, principal or their equivalent.</p>

Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning.
State benefits	State benefits are contributions, both financial and non-financial, made by central and local government to individuals in certain circumstances to meet their day-to-day living needs.
Subcontractor	A separate legal entity that has an agreement with you to deliver any element of the education and training we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, unless those individuals are working under your direction and control, in the same way as your own employees.
Take-home pay	An unemployed learner may also receive an income alongside their benefit claim. In order to be fully funded under the unemployed definition their “take home pay” (stated on the Universal Credit statement) is less than £343 a month (sole adult in their benefit claim) or less than £549 a month (joint benefit claim with partner)
UK provider reference number	A unique identifying number given to all providers by the UK register of learning providers.
Unique learner number	A 10-digit number used to match a learner’s achievement to their personal learning record (PLR).
Work placement	A placement with an employer in a workplace setting as part of a Prince's Trust Programme.
Young people's funding methodology	The ESFA funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an Education Health and Care plan). You can access <a href="#">young people's funding methodology</a> on <a href="#">GOV.UK</a> .