

**MAYOR OF LONDON**

# **GLA Adult Education Budget 2019-23**

Funding Rates and Formula for All Providers

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

This document sets out details of the funding system used to fund activity paid for  
from the Adult Education Budget

Version 5



**European Union**

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**Greater London Authority  
August 2022**

Published by:  
Greater London Authority  
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Issue date	August 2022
Amendments made from previous version (version 4)	Refer to 'What's New' table
Review date	March 2023
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## What's new?

The following points represent the key changes from the 2021/22 AEB Funding Rates published in August 2021.

Section	Paragraph	Change
London Factor	46	Addition of paragraphs to reflect an increase of 3.5% applied to the weighted base rate of all AEB fundable qualifications up to and including level 2.
Level 3 Free Courses for Jobs Offer	61-65	Addition of paragraphs introducing a 20% flexibility for providers to fund additional level 3 learning aims drawn from a regional list of qualifications that have been approved for delivery in the London area. These will be in sector subject areas covered by the national offer, but will not be included in the national list of qualifications, and will not generate national funding uplifts.

## Introduction and Purpose of the Document

1. This document sets out the principles and features of the Greater London Authority's (GLA) funding system for the Adult Education Budget (AEB) in the 2022 to 2023 funding year (1 August 2022 to 31 July 2023). These principles and features are primarily in line with those set nationally by the Education and Skills Funding Agency (ESFA). As such, this document may be amended from time to time, for example, to bring it in line with the national ESFA Funding Rates and Formula should these be changed.
2. In 2022 to 2023, the GLA's AEB programme will only pay an amount different to the ESFA's national programme under the following circumstances:
  - we will fully fund some British Sign Language learning aims, which the ESFA may in some circumstances co-fund;
  - we will fully fund some in-work learners that the ESFA would co-fund;
  - we will fully fund some out of work and outside benefit arrangements learners that the ESFA would not fund;

- we will increase the weighted base rate of all AEB-fundable qualifications up to and including Level 2;
- we will fully fund teaching and learning support staff to deliver improved specialist provision for learners with SEND within the adult/further education sector;
- we will fund some Level 4 qualifications and selected licence to practice costs;
- we will fully fund some Level 3 qualifications through the London Recovery Flexibility in addition to the statutory entitlement and the level 3 Free Courses for Jobs offer.

These circumstances are laid out in more detail in the GLA's Adult Education Budget Funding and Performance Management Rules documents ('The Rules').

3. This document describes how the 'formula-funded' earnings for the Adult Education Budget and Learning Support for that delivery are calculated. 'Formula-funded' activity is defined as that recorded under Funding Model 35 ('Adult skills') unless specifically noted. GLA-funded provision must be recorded under Source of Funding (SOF) 116.
4. This document does not include or describe:
  - information relating to non-devolved AEB learner funding managed by the ESFA
  - information relating to AEB learner funding devolved to the other Mayoral Combined Authorities
  - the 'non-formula-funded' activity within the AEB which is reconciled through the funding claims process. For more information on who has to submit a funding claim(s), refer to The Rules documents
  - learners funded through an Advanced learner loan. For more information on these please refer to the national [Advanced learner loans funding rules](#).
5. To understand how the funding system works, read this document together with:
  - GLA [Adult Education Budget Funding and Performance Management Rules](#) documents
  - ESFA [Individualised Learner Record Specification \(ILR\) for 2022 to 2023](#)

- ESFA [Provider Support Manual for 2022 to 2023](#)
- Any additional [technical guidance](#) for providers issued by the GLA

## Understanding our Terminology

6. The term 'we' refers to the Greater London Authority (GLA). When we refer to 'you' or 'providers', this includes colleges, Higher Education Institutions, training organisations, local authorities and employers that receive funding from us to deliver education and training.

## The Data Used to Calculate Funding

7. You give us information about learners and their learning using the national ILR (recorded under SOF 116), the Earnings Adjustment Statement (EAS) and any other GLA data collections relevant to your type of provision. Our funding system uses this information to work out the funding you have earned for delivering this learning.
8. Please refer to the [2022 to 2023 Individualised Learner Record Specification \(ILR\)](#), the [2022 to 2023 Provider Support Manual](#) and the [GLA AEB Technical Guidance Note 2022 2023](#) for further details on recording devolved delivery.

## The Funding System Features

9. Our funding system has the following four features, which this document sets out in more detail:
  - The **funding formula**, including uplifts to the funding rates to account for the extra costs that you may experience when delivering learning to some types of learners and in some locations.
  - The **funding rates** for learning aims.
  - The **earnings method**, linked to delivery and achievement.

- **Support funding** where extra help is needed for learners to achieve.

## Funding Formula

### Principle

10. The funding formula is:

$$\text{Funding} = \text{rate} \times \text{disadvantage uplift} \times \text{area cost uplift}$$

11. The funding formula is adjusted to allow for differences in the relative cost of delivery. These differences relate to factors other than the size, sector or subject of the learning aim. Where appropriate, funding is adjusted for 'disadvantage uplift' or 'area cost uplift', or both.
12. The basis for funding is the rate for the learning aim. We refer to rates as 'unweighted' before we apply programme weightings or any increase for disadvantaged learners or area cost. After we apply the programme weighting, we refer to the rate as 'weighted'. After we apply the uplifts, we refer to the 'aim value'.
13. In some cases, we expect learners and employers to share responsibility for investing in eligible provision. We expect them to part-fund the cost of learning, known as 'co-funding'. For more information on co-funding, refer to the 'Provision and individuals we fund' section of the version of The Rules that relates to your provision.

### Disadvantage uplift

14. The disadvantage uplift provides extra funding to support the most disadvantaged learners, recognising that they are sometimes more costly to recruit and retain. This principle is applied consistently across AEB 'formula-funded' provision.
15. To calculate the disadvantage uplift we use the [Index of Multiple Deprivation \(IMD\) 2015](#) for AEB-funded new starts from 1 August 2022. This differs to the national approach taken by the ESFA, which now uses IMD 2019 as the basis for this calculation. Disadvantage uplift for delivery under the ringfenced Free Courses for Jobs (previously National Skills Fund) will be calculated using the IMD 2019.
16. This results in a funding increase for learners living in the most deprived areas of London. Uplift is based on the learner's postcode (based upon the 'Postcode prior to enrolment' ILR field). If required the uplift factor is between



1.084 and 1.336, otherwise the factor is defaulted to 1. The disadvantage uplift factors are available at [Uplift Factors and Postcode Files](#).

17. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim.

18. The disadvantage uplift factors are the same in 2022 to 2023 compared to 2021 to 2022.

### Area cost uplift

19. The area cost uplift reflects the higher cost of delivering training provision in London.

20. Uplift is based on the 'Delivery location postcode' recorded in the ILR. As the delivery location of distance and e-learning provision is not set, the area uplift factor is defaulted to 1 for these delivery methods. The area cost uplift factors for London are:

London A 1.20	London B 1.12
Camden	Barking and Dagenham
City of London	Bexley
Greenwich	Havering
Islington	Redbridge
Kensington and Chelsea	Barnet
Lambeth	Enfield
Southwark	Waltham Forest
Westminster	Bromley
Wandsworth	Croydon
Hackney	Kingston upon Thames
Tower Hamlets	Merton

Lewisham	Richmond upon Thames
Newham	Sutton
Haringey	Brent
Hammersmith and Fulham	Ealing
	Harrow
	Hounslow
	Hillingdon

21. The area cost uplift factors are available at [Uplift Factors and Postcode Files](#).
22. The area cost uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. The area cost factors in the table above are the same in 2022 to 2023 compared to 2021 to 2022.

### Financial contributions

23. If a learner meets the criteria for full funding (refer to the ‘Provision and individuals we fund’ section of the version of The Rules that relates to your provision for more information), they can claim the fully funded rate shown in the Single Activity Matrix detailed in paragraph 43. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the unweighted rate of the learning aim.
24. We reduce the funding using the unweighted base rate because a learner should not contribute more for the same size of the learning aim just because that learning aim is more costly to deliver. This means that the government will contribute more towards learning aims with higher operational and delivery costs, such as engineering.

### Recognition of prior learning

25. If you record data in the ‘Funding adjustment for prior learning’ field on the ILR, we change the funding formula to reflect this. However, this does not change Learning Support funding.

26. If the learning aim does not use the restart indicator, we reduce the achievement funding as well as the monthly instalments. This is because we assume the learner has earned some achievement within the prior learning.
27. If the learning aim uses the restart indicator, we reduce the monthly instalments, but the achievement funding stays at 20% of the full funding rate.

### Fully funded GLA initiatives

28. Where the GLA funds learning delivery that would otherwise be co-funded or unfunded by the ESFA, you must record DAM code 023 in the ILR, with the appropriate Full or Co-funding indicator field coding.
29. The GLA will only fund learning aims differently than the ESFA's national programme in the circumstances described in paragraph 2 of this document.

## Funding Rates

### Principles

30. The list of regulated qualifications eligible for public funding are on the [Find a learning aim](#) service on GOV.UK. The ESFA update this regularly. For information about what is eligible for public funding, refer to [Qualifications: eligible for public funding](#). The GLA will continue to work with the ESFA to update this national list with any new qualifications developed to support AEB provision in London.
31. We fund each learning aim, whether it represents a qualification or other learning activity, at the rate that applies when the learner starts that learning aim. This principle will remain the same for a new start in the funding year 2022 to 2023 and for learners who continue on into later years. This rate will apply for the full duration of the learning aim and does not change between funding years.
32. The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and national rates are set by the ESFA using the following criteria:
  - guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF).

- planned activity in hours – for non-regulated activity.
  - certain qualification types (refer to paragraph 44 for more information).
  - programme weightings that recognise the relative costs of delivering training in different sectors and subjects.
33. An uplift will be applied to the rate for all learners on qualifications that form part of the national Free Courses for Jobs level 3 adult offer, more details can be found in paragraphs 58-65.
34. The ESFA group GLH or planned hours into funding bands to generate a funding rate. The rates are in a single activity matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.
35. All rates shown on the [Find a learning aim](#) service are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. These rates are adjusted through the funding formula according to national policy (for example, if the government contributes only part of the full rate).
36. All learners funded through the 16 to 19 funding model that turned 19 in their second or subsequent funding year of a single programme of study continue to be funded through the 16-19 funding model.
37. National rates do not change depending on how you deliver the learning (for example, by delivering it online compared to in the classroom).
38. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2022 to 2023. Qualifications newly approved for funding are set using guided learning hours (GLH). For non-regulated activity, planned hours are used to set the rates. For more information on planned hours, refer to The Rules documents.
39. Non-regulated activity is recorded using generic learning aims called ‘class codes’. For more information, refer to the [Learning aim class codes](#) document.

### **Programme weightings**

40. Programme weightings recognise the relative costs of delivering training in different sectors and subjects, and are included in the published rates.

41. The ESFA set programme weightings by referring to the Sector Subject Area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. The [Register of Regulated Qualifications](#) and the [Quality Assurance Agency](#) websites record the SSAs. The ESFA set the SSA where there are multiple SSAs for components of qualifications, along with a limited number of exceptions listed in [Annex 1](#).
42. Agriculture courses that need specialist resources (decided each year with support from Lantra) attract an extra uplift in the AEB when delivered by providers with specialist resources.

### The Single Activity Matrix

43. The SAM for the funding year 2022 to 2023 is set out in Table 1.

**Table 1: The Single Activity Matrix for 2022 to 2023**

Funding Band Hours	Activity Type	Programme Weighting (PW)				
		A-Base	B-Low	C-Med	D-High	E or G* (Specialist)
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417

389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

\*Some specialist provision receives an uplift if delivered by certain providers (see paragraph 42)

44. Certain qualifications in Table 2 have their funding band set as a matter of policy:

**Table 2: The exceptions to the Single Activity Matrix for 2022 to 2023**

Qualification Type	Programme Weighting (PW)				
	A-Base	B-Low	C-Med	D-High	E or G*
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English or Functional skills in entry level maths	£724 -	-	- £941	-	-
Functional skills in IT	-	£336	-	-	-
Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

45. If you deliver English and maths GCSEs to adults aged 19 and over, you will receive a rate of £811, which is higher than the normal GCSE rates for those subject areas. You cannot fund English and maths for apprentices through the AEB. The full list of fundable English and maths qualifications is available via the ESFA [List of Qualifications approved for funding](#) on GOV.UK, or on the [Find a learning aim](#) service.

46. We will provide a 13.5% funding uplift (“London Factor”) to the weighted base rate of all AEB formula-funded qualifications up to and including Level 2 which start in the 2022/23 academic year. The funding uplift will be paid as an increase to the AEB grant funding baseline allocations for this funding year.

47. The London Factor funding uplift for continuing learning aims which started in the 2021/22 academic year will remain at 10%.

48. Providers will be required to submit an aggregated claim for the additional earnings for all learners in scope for the uplift through the EAS. The amount

claimed must be calculated by multiplying earnings generated by the national AEB funding formula in the *Occupancy Report* for eligible learning aims, excluding Learning Support, by the uplift percentage, to establish the amount of uplift funding which can be claimed.

49. AEB procured providers will be able to claim the funding uplift as part of their actual earnings, and, where appropriate, will be able to seek a contract increase in line with the AEB Procured Funding Rules.
50. We will continue to fully fund some Level 3 qualifications through the London Recovery Flexibilities in addition to the statutory entitlement for 19-23 year olds, and the [Free Courses for Jobs](#) level 3 offer. Further information on eligible qualifications and learner eligibility is provided in the Funding Rules and the Technical Guidance Note. Delivery through the London Recovery Level 3 flexibility must be coded DAM 035 in the ILR.
51. As an additional London Recovery Flexibility, GLA grant-funded providers may use up to 10% of their AEB formula funded allocation to deliver non-formula funded provision. Further information is provided in the Technical Guidance Note.
52. All Devolved Area Monitoring (DAM) codes and mechanisms for implementing the GLA flexibilities and policy changes for 2022/23 will be published in the separate [Technical Guidance Note](#), and in the relevant section of the [ILR Specification for 2022/23](#).
53. If you offer English for Speakers of Other Languages (ESOL) qualifications, you may need to deliver additional learning to individual learners that incurs additional costs above the qualification rate. Where additional hours are required, you can record these on the ILR using the 'Additional delivery hours' field, as detailed in the [ILR specification](#) and the [Provider Support Manual](#).
54. For example, the key steps for claiming top-up for an ESOL qualification that is planned to be delivered in 60 hours are:
  - Identify the original funding band of the ESOL qualification. For example, if the qualification is funded at £150, this equates to the '21 to 44' hours funding band in the SAM.
  - Calculate the additional hours. This is the 60 planned hours minus the maximum GLH value of the ESOL qualification's funding band from the

SAM. In this example, the maximum GLH from the '21 to 44' hours band is 44, therefore the additional hours you need to record in the ILR are 60 minus 44 = 16.

- The funding calculation automatically assigns the additional hours recorded on the ILR to the SAM to allocate a funding band, which then generates a top-up rate. The 16 additional hours equates to the '13 to 20' hours funding band. The '13 to 20' hours funding band generates £100 for the top up (all ESOL aims have programme weighting A).
- The overall rate is then the original rate (£150) plus the top up amount (£100) which is £250.

55. A new digital entitlement for adults with low or no digital skills was introduced from August 2020, supported by a suite of Essential Digital Skills qualifications (EDSQs) being developed at entry level and level 1. The ESFA will approve these new EDSQs as they are added to Ofqual's [Register of Regulated Qualifications](#) and meet approval principles.

### **Sector-based work academies**

56. You should use LDM code 375 to record delivery under Sector Based Work Academies – pre-employment training.

### **London Recovery Programmes**

57. You should use DAM code 040 to record delivery under London Recovery Programmes.

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

58. We are offering additional funding through [Free Courses for Jobs](#) (previously National Skills Fund) for adults on their first level 3 course as defined in the GLA AEB Grant Funding Rules and AEB Procured Funding Rules. From April 2021 this offer has also been available for adults who are unemployed or earning low wages as defined in the GLA Rules, even if they hold a full Level 3 qualification or higher.

59. Within the AEB this applies to learners who were aged 19 or older on 31 August 2022.

60. We will fund this learning like we fund other AEB delivery, with the following exceptions:



- learners eligible for this offer can be fully funded; the ESFA have changed the validation rules to allow for this, for learners who are not already eligible for full-funding.
  - the weighted rate will be increased by £600 for eligible aims in category code 45 - “National Skills Fund Level 3 Adult Offer rate 1”.
  - the weighted rate will be increased by £150 for eligible aims in category code 46 – “National Skills Fund Level 3 Adult Offer rate 2”.
  - the £150 or £600 will be increased by the area cost uplift and/or disadvantage uplift if applicable to that learning aim.
  - calculation of learner-level capping over the 2022 to 2023 funding year will be based on the unweighted rates, without the £150 or £600 increase.
61. For starts from 1 August 2022, GLA-funded providers have the flexibility to use up to 20% of their Free Courses for Jobs allocation to fund level 3 qualifications which are not part of the national offer. A list of the qualifications which can be used will be provided on the [GLA website](#), and can be located in the [Find a Learning Aim](#) Service by searching for category 56 – “Free Courses for Jobs – MCA and GLA only flexible delivery qualifications”. For these qualifications, the funding calculation will not increase the weighted rate by £150 or £600.
62. Learners aged 24+ (based on their age on the day they start the qualification) taking their level 3 course utilising Free Courses for Jobs will be funded through your GLA Free Courses for Jobs allocation.
63. Learners aged 19 to 23 (based on their age on the day they start the qualification) taking their level 3 course utilising Free Courses for Jobs will be funded through your GLA Adult Education Budget allocation.
64. You should use the Learning Delivery Monitoring (LDM) code 378 (Adult Level 3 Offer) in the ILR to indicate your learning aims that are eligible within this offer.
65. When recording learners accessing Free Courses for Jobs who meet the GLA definition of low wage eligibility, you must also use both DAM code 010 and LDM code 382.

## Earnings Method

## Principles

66. The following principles apply to our approach to your earnings:

- funding is distributed over the duration of the learner's course, from starting the programme to achieving the expected outcome.
- funding is directly linked to the learner completing their course and then achieving either learning aims, further learning or gaining employment.
- you earn funding for what you deliver, when you deliver it.

## Qualifying period for funding

67. If a learner is in learning for at least the qualifying period, we count them as a 'funding start'. We calculate this from the [ILR](#) 'Learning Start Date':

Length of the Learning Aim	Qualifying Period
168 Days	42 Days
14 to 167 Days	14 Days
Fewer than 14 Days	1 Day

## Distribution of funding over time

68. We base your earnings on monthly instalments plus an achievement element.

69. We hold back 20% of the weighted rate for each learning aim, which we will only generate when the learner achieves their learning aim. You will earn all achievement elements on the learning actual end date recorded on the [ILR](#).

70. We calculate the monthly instalments once we have removed the achievement element (20%). We spread out these instalments over the number of planned months for the learning aim, with a double payment in the first month. The instalment calculation uses the formula 'n+1', where 'n' is the number of planned months. The formula recognises the upfront costs associated with enrolling a learner on a learning aim.

71. You earn the instalments if the learner is in learning on each census date (the last calendar day of every month). The planned number of months is calculated from the 'Learning start date' and the 'Learning planned end date' in the [ILR](#).

72. If the learner leaves early, the monthly instalments stop. However, for eligible learners we will pay you a job outcome payment, which is half of the achievement element. If the learner then goes on to achieve the learning aim,

you will earn the outstanding monthly instalments and the rest of the achievement element. For more information on job outcomes, refer to the version of The Rules relevant to your provision.

73. Figure 1 is an example of the earnings methodology for a learner starting a course in September and achieving in June. It shows how you earn funding for a course with a total cost of £1,000 over the nine-month period: nine monthly on-programme payments (OPP) of £80, plus a double monthly OPP (that is, n+1) of £160 in the first month and an achievement payment of £200 upon completion.

**Figure 1: Example of the earnings methodology**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
	<b>9 Month Learning Aim</b>												
Payment Instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	Achievement Payment	
		OPP											
Payment Example		£160	£80	£80	£80	£80	£80	£80	£80	£80	£80	£200	

74. Payments to AEB grant funded providers are made on the standard national profile. AEB Procured providers will be paid on actuals on a monthly/quarterly basis. Please refer to the version of The Rules that relates to your provision for more detail.

**Annual funding cap for AEB**

75. An annual funding cap applies to each learner you have for each year across all AEB-funded provision.

76. The annual funding cap is £4,400 for each learner each year, before we apply any weightings or government contributions. If your planned training provision is above this cap, we will reduce your earnings in line with this.

77. Where we apply an uplift to a rate, such as for the national Free Courses for Jobs offer qualifications, the uplift is not included within calculation of the cap.

**Recording late data in the ILR**

78. 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.

79. For example, at R14 in the 2021 to 2022 ILR you record a learner as starting on 12 July 2022 and continuing at R14. In the 2022 to 2023 ILR you record them as leaving on 18 July 2022. In this scenario, they will have earned a monthly on-programme payment in July 2022 from the 2021 to 2022 ILR that will need to be paid back. You can pay this funding back through the [earnings adjustment statement](#) by recording a negative figure in the 'Authorised claims' adjustment type. You do not need GLA permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type to claim funding.
80. For more information on recording late data in the ILR, please refer to the ['The impact of incomplete information'](#) section of the Provider Support Manual.

## Support Funding

### Learning Support

81. Learning Support is available to meet the cost of putting into 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.
82. You can access this funding through the AEB and you record this against a learner's learning aim in the [ILR](#).
83. If you record Learning Support against a learner's learning aim in the ILR, you will earn a fixed monthly rate of £150. We expect the total you earn from the monthly rate to be enough to cover your costs. If the cost of providing support to a learner exceeds the total earned from the fixed monthly rate, you can claim this excess through the EAS.
84. If you plan to deliver the learning aim in less than one calendar month, you must claim the value of the Learning Support as if it were all excess, using the EAS.
85. If Learning Support is more than £19,000, you can claim Exceptional Learning Support using the GLA AEB Exceptional Learning Support Cost Form, you do not claim this through the EAS. For more information, refer to the version of The Rules that relates to your provision.

86. If you are claiming Learning Support for a learner who is studying an apprenticeship learning aim and a non-apprenticeship learning aim in the same month, funding will be attributed to the appropriate apprenticeships budget (16 to 18 or 19 and over), not your GLA-funded AEB budget. Refer to the ESFA's Provider Support Manual for details on how to code the ILR to make a claim.

### **Learner Support**

87. Learner Support is available to provide financial support for learners with a specific financial hardship preventing them from taking part or continuing in learning.

88. Learner Support is not formula-funded and cannot be claimed through the ILR. You must complete a mid-year funding forecast and a year end and final funding claim to receive funding for learner support. For further information, please see the GLA Funding Claims Guidance, when published.

## **Prince's Trust Team Programme**

89. The Prince's Trust Team Programme is for 16- to 25-year-olds. It is a 12-week course designed to improve confidence, motivation and skills. Each team aims to recruit a mix of 16- to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employers. We fund the teams but providers in partnership with the Prince's Trust manage them locally.

90. The Prince's Trust Team Programme will continue to be funded at the same levels in the 2022 to 2023 funding year as in the funding year 2021 to 2022. You will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills'. The qualifications you can use are in Table 3. You must also record the learners on the ILR using the Learning Delivery Monitoring (LDM) code 331.

**Table 3: Qualifications for the Prince's Trust Team Programme 2022 to 2023**

Qualification Title	Learning Aim Reference
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Certificate in Employment, Teamwork and Community Skills	60023995
Certificate in Employment, Teamwork and Community Skills (Entry 3)	60027629
Award in Employment, Teamwork and Community Skills	60032121
Award in Employment, Teamwork and Community Skills	60032868
Award in Employment, Teamwork and Community Skills (Entry 3)	60033344
Certificate in Employment, Teamwork and Community Skills	60027307

91. If the matrix rate is lower than the programme rate, you can claim additional funding from the qualification rate up to the value of the programme rate, using the 'Prince's Trust' section on the EAS.
92. Table 4 shows the matrix funding rates, the maximum programme rate and the maximum additional funding you can claim where appropriate.

**Table 4: Rates for the Prince's Trust Team Programme 2022 to 2023**

	Award		Certificate	
	Fully Funded	Co-Funded	Fully-Funded	Co-Funded
<b>Matrix Funding Rate for Aim</b>	<b>£450</b>	<b>£225</b>	<b>£1265</b>	<b>£633</b>
<b>Matrix Programme Cost for</b>				
...Unemployed Learners	£2,670	£1,335	£2,670	£1335
...Employed Learners	£572	£286	£572	£286
<b>Maximum additional funding for</b>				
...Unemployed Learners	£2,220	£1,110	£1,405	£702
...Employed Learners	£122	£61	N/A	N/A

## Procured Adult Education Budget Provision

93. You must use Devolved Area Monitoring (DAM) code 002 to identify all learning aims delivered on GLA AEB Procured contracts for services. This code will distinguish procured AEB delivery from grant-funded or

commissioned AEB delivery, to identify the agreement under which payments will be made.

## **AEB grant-funded providers paid on actual levels of delivery**

94. AEB grant-funded providers that are paid based on actual levels of delivery must use DAM code 022 to identify all learning aims delivered under their agreements. DAM code 022 will distinguish grant-funded AEB delivery paid on actuals from grant-funded AEB delivery paid on profile and AEB Procured delivery. These agreements will be referred to as non-standard contract types for the purposes of ILR reporting. For 2022/23 academic year this requirement applies to delivery under Good Work for All funding agreements.

## **Sectoral Academy Hub additional payments**

95. AEB providers who are confirmed members of a Sectoral Academy Hub will earn a fixed payment uplift of £400 (not including any disadvantage uplift) for eligible job outcomes linked to hub activity. 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. The job must pay at or above the London Living Wage and not involve the use of zero hours contracts. Providers will need to verify that they have seen evidence of employment that meets GLA requirements.
96. In order to be eligible for a job outcome payment, the preceding adult skills learning will need to last for a minimum duration of 55 guided learning hours of delivery of one or more learning aims.
97. The fixed payment will be earned when an Academy-eligible job outcome is recorded in the ILR using GLA-specified 'Sectoral Academy Hub Outcome Payment' learning aim, within six months of the completion of the latest

finishing learning aim in the learner’s programme. Quarterly reporting of additional information to the GLA via the Hub will also be required.

98. Payment of the uplift funding will be made annually through the end of year reconciliation process.

99. This policy is subject to potential further amendments and clarifications.

## Annex 1: Programme weightings by Sector Subject Area

ESFA-set national programme weightings by SSA, excluding some exceptions:

SSA	SSA Tier 2 Description	Likely Programme Weighting
<b>1</b>	<b>Health, Public Services and Care</b>	
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
<b>2</b>	<b>Science and Mathematics</b>	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
<b>3</b>	<b>Agriculture, Horticulture and Animal Care</b>	
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
<b>4</b>	<b>Engineering and Manufacturing Technologies</b>	
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
<b>5</b>	<b>Construction, Planning and the Built Environment</b>	
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium



<b>6</b>	<b>Information and Communication Technology</b>	
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and over)
<b>7</b>	<b>Retail and Commercial Enterprise</b>	
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
<b>8</b>	<b>Leisure, Travel and Tourism</b>	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
<b>9</b>	<b>Arts, Media and Publishing</b>	
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
<b>10</b>	<b>History, Philosophy and Theology</b>	
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
<b>11</b>	<b>Social Sciences</b>	
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
<b>12</b>	<b>Languages, Literature and Culture</b>	
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base
12.3	Linguistics	A – Base
<b>13</b>	<b>Education and Training</b>	
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
<b>14</b>	<b>Preparation for life and work</b>	
14.1	Foundations for learning and life	A – Base

14.2	Preparation for work	A – Base
<b>15</b>	<b>Business, Administration and Law</b>	
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

Exceptions to this table are:

- Waste management and recycling in SSA 1.4 is weighted at ‘B – Low’  
Agriculture needing specialist resources in SSA 3.1, 3.2 or 3.3 is weighted at ‘G – Specialist’, with an extra uplift for certain specialist providers (paragraph 42)
- Hair and beauty in SSA 7.3 is weighted at ‘C – Medium’
- Music technology in SSA 9.1 is weighted at ‘D – High’
- Music practitioners in SSA 9.1 is weighted at ‘E – Specialist’
- Entry level Functional skills in maths is weighted at ‘C – Medium’
- Functional skills in ICT is weighted at ‘B – Low’

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