

Schedule 1

The North East Combined Authority Adult Skills Fund (ASF)

Funding Rules

For the 2024-25 Funding Year
(1 August 2024 to 31 July 2025)

This document sets out the Funding Rules that will apply to all providers in receipt of funding related to:

- Lot 1: Devolved Adult Skills Fund including Tailored Learning
- Lot 2: Free Courses for Jobs (FCFJ) Level 3 Adult Offer

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1 Introduction to the Adult Skills Fund

- 1.1 This document sets out the North East Combined Authority (thereafter North East CA) Adult Skills Funding (ASF) funding rules for the 2024 to 2025 funding year (1 August 2024 to 31 July 2025). The rules only apply to providers of education and training who receive devolved ASF funding from North East CA which can only be spent on residents with a NCA postcode.
- 1.2 The purpose of ASF is to support adult learners in devolved areas to gain skills which will lead them to meaningful, sustained, and relevant employment, or enable them to progress to further learning which will deliver that outcome.
- 1.3 Within ASF, further provision for tailored learning is available that supports wider outcomes such as to improve health and wellbeing, equip parents/carers to support their child's learning, and develop stronger communities.
- 1.4 This document is the first version of the new ASF funding rules 2024 to 2025 that replace the AEB funding rules 2023 to 2024. We recommend that providers review the whole document.
- 1.5 The [ASF funding rates and formula guidance for 2024 to 2025](#) have been published, this contains the details of how providers will earn their funding.
- 1.6 Some of the main areas of change in AY 2024-25 include:

Section 1 - Residency

- those with indefinite leave to remain must meet the 3-year residency rule unless they are a victim of domestic abuse or a bereaved partner.
- colleges must ensure visa holders can complete their course when the visa is due to expire.
- learners should remain in England throughout their learning. Providers will not have the discretion to continue funding where a learner is outside the country even in temporary/emergency circumstances.
- minor clarification for family members in the case of marriage, that marriage has to have been at the point that their indefinite leave to remain was granted.

Section 2 - Adult skills fund

- introduction of the earnings threshold for policy entitlements
- ASF no longer uses prior attainment as an eligibility criterion for the policy entitlements. Learners can be fully funded if they meet the residency eligibility criteria, are aged 19 and over and earn below the earnings threshold or are unemployed.
- tailored learning has replaced community learning and formula funded non-regulated learning. The offer also includes employer led provision.

2 Purpose of the document

- 2.1 The principal purpose of North East CA's ASF is to engage adults and provide them with the skills needed for entering and sustaining work, an apprenticeship/traineeship, or other further learning. It provides funding for flexible provision to meet the needs of our residents and businesses and allows us to respond quickly to changes in the labour market and support residents who may need additional support to access learning or employment.
- 2.2 North East CA's ASF also encompasses a range of statutory entitlements for learners, including the right to fully funded provision for basic English and maths and digital qualifications and, depending on the resident's age and employment status, an entitlement to a first Level 2 and/or Level 3 qualification.
- 2.3 The rules only apply to providers of education and training who receive devolved ASF funding from North East CA which can only be spent on residents with a North East CA postcode.
- 2.4 These rules do not apply to:
 - apprenticeships
 - traineeships
 - offender learning
 - advanced learner loans
 - skills bootcamps
 - multiply
 - education and training services funded by the European Social Fund (ESF) / HMT Guarantee
 - individual's resident in a non-devolved authority area\ funded by the ESFA.
- 2.5 **Please note:** These Funding Rules form part of your contract with North East CA. This applies whether you are in receipt of a Grant Funding Agreement or a Contract for Services. You must therefore read these rules carefully and ensure that your organisation is familiar with their content.
- 2.6 These rules should be read in conjunction with North East CA's Performance Management and Payment Rules, and the delivery plan agreed within your Grant Funding Agreement or Contract for Services.
- 2.7 You must operate within the terms and conditions set out in these rules. If you do not, you could be in breach of your contract with North East CA, and appropriate action may be taken.
- 2.8 Definitions are included to assist in understanding the terminology and explain technical terms.
- 2.9 North East CA reserve the right to make changes to these rules. This may be, for example, to ensure the devolved ASF continues to align to the needs of our residents and businesses and continues to comply with any requirements set by government. We will notify you of any such changes.
- 2.10 Where updates to the Funding Rules are made these will be updated and issued as new versions.

3 Understanding the terminology

- 3.1 The term 'North East CA' refers to the North East Combined Authority. When North East CA refers to 'you' or 'providers', this includes Colleges, Sixth Form Colleges, Independent Training Providers (ITPs), voluntary community sector providers and Local Authorities who receive funding from us to deliver adult education and training to North East CA residents.
- 3.2 North East CA will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type or funding agreement.
- 3.3 In AY 2024-25 North East CA ASF provision is made up contractually of (i) Grant Funding Agreements and (ii) Contract for Services (these are with procured providers).
- 3.4 The term 'funding agreement' in these rules can be a Grant Funding Agreement or a Contract for Services.
- 3.5 We use the terms 'resident' and 'learner' to cover those whose provision is funded by North East CA i.e. those with a postcode in North East CA area.
- 3.6 We use the term 'provision' or 'learning' or 'learning aims' to refer to North East CA funded ASF, whether it is a regulated qualification, or other learning that is not regulated.
- 3.7 If we refer to 'qualifications', they will be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
- 3.8 If we refer to 'learning aims', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.
- 3.9 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.
- 3.10 We may refer to this document as 'funding rules' or 'the rules'.

4 Contacting us.

- 4.1 Your appointed Relationship and Contract Manager will be your first point of contact.

Section 1 - General funding requirements

1 Principles of funding

- 1.1 These rules apply in relation to all learners starting North East CA ASF learning aims on or after 1 August 2024.
- 1.2 You must hold evidence to assure us that you are using North East CA ASF funding appropriately. Most evidence will occur naturally from your normal business processes. A full explanation of the evidence pack is given in Annex E.
- 1.3 It is a condition of funding that providers have the capacity and capability for accurate data and evidence collection, management and reporting, and must be able to comply with both North East CA and the Education and Skills Funding Agency (ESFA) submission of data, including, but not limited to, the Individualised Learner Record (ILR) and/or Earnings Adjustment Statement (EAS) and any associated evidence, with prompt changes to learner data e.g. withdrawals from learning.
- 1.4 You must not transfer funding between different funding agreements and the following budgets:
 - ASF
 - 19 to 24 continuing traineeship programmes
 - level 3 free courses for jobs (FCFJ)
 - apprenticeships
 - advanced learner loans bursary fund
 - advanced learner loan facility
 - skills bootcamps
 - multiply
 - ASF funding received from non-devolved budgets to combined authorities
 - ASF Tailored Learning
- 1.5 We will review and monitor whether ASF provision you provide represents good value for money. If we consider that funding is significantly more than the cost of providing education and training, we may reduce your funding after consulting with you.
- 1.6 North East CA will continually review and monitor whether the education and training you provide is delivering positive and agreed outcomes as detailed and agreed by North East CA within your AY 2024-25 delivery Plan. North East will also monitor your performance to ensure that the funding you receive is delivering high quality provision for adults within North East CA area and represents good value for money. If we consider that funding is significantly more than the cost of providing education and training, we may reduce your funding after consulting with you. The final decision will rest with North East CA.
- 1.7 Regular performance monitoring meetings will take place throughout the funding agreement period (please refer to North East CA's Performance Management and Payment Rules (PMPR)).
- 1.8 North East CA considers provision delivered through certain ***distance learning models*** as not acceptable for public funding and therefore will not fund activity delivered and defined as follows:
 - Pure distance learning: considered to be where there is minimal or no interaction with a tutor or other learners

- Learning is self-directed and/or there is a lack of individually targeted support and attention
- 1.9 A key focus of learning which is funded through the ASF budget, is that it is planned and supported by a curriculum plan and that it is not reliant on the individual/learner to self-direct their learning experience.
 - 1.10 Guided Learning Hours will be monitored and North East CA reserve the right to apply minimum hours to satisfy quality of delivery.
 - 1.11 Failure to comply with funding rules could lead to action or intervention. Our policies and guidance about the oversight of providers are set out in PMPR:

2 Who North East CA will fund

- 2.1 North East CA will only fund the provision included in your agreed ASF delivery plan and payment profile. You must make sure that learning is eligible for funding before the resident starts. Find a learning aim contains details of eligible qualifications. Any delivery you undertake over and above that which is included in your North East CA delivery plan and payment profile will not be funded, unless agreed in writing beforehand Please refer to North East CA's Performance Management and Payment Rules for further detail.
- 2.2 North East CA may make concessions in the funding rules responding to a specific economic event impacting on residents, e.g., significant restructuring of a large employer leading to residents at risk of redundancy. This will be agreed on a case-by-case basis.
- 2.3 North East CA recognises that a learner without an eligible North East CA postcode may be unaware of the funding changes due to devolution of the ASF and may wish to undertake learning in North East CA postcode. In these cases, providers must contact North East CA immediately to discuss if the learner can be supported. It is expected these cases to be minimal.
- 2.4 Providers should not actively engage learners in areas where they do not have a devolved ASF funding award or allocation.

3 Residency

- 3.1 You must check the eligibility of a learner, including where in North East CA they are resident, at the start of each learning aim and only claim funding for ASF for eligible learners. Please refer to the Glossary for definition of 'learner residency' and the devolution [postcode checker data set](#).

4 Age

- 4.1 On the first day of learning a learner must be aged 19 or older on 31 August within the 2024 to 2025 funding year to be North East CA funded.
- 4.2 The age of the learner on 31 August in the funding year determines whether the learner is funded through the [funding methodology](#) (for individuals aged 19 and over), or the [16 to 19-year-olds funding methodology](#) (for individuals aged 16 to 19 and those aged 19 to 24 with an education health and care plan).
- 4.3 All individuals aged 19 or over on 31 August who are continuing a programme they began aged 16 to 18 ('19+ continuers') will be funded through the [16 to 19-year-olds funding methodology](#).

5 Duration.

- 5.1 Learners will be eligible for ASF 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.

6 Ineligible Learners

- 6.1 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.
- 6.2 You must not fund a learner who is unable to complete a learning aim or programme of study in the time they have available.

7 Residency eligibility

- 7.1 Individuals will be eligible for ASF if they meet the criteria, the learning is taking place in North East CA postcode, and they fulfil the residency requirements set out in one or more of the categories below.
- 7.2 Unless otherwise stated, individuals must be ordinarily resident in the UK on the first day of learning to meet the residency requirements.
- 7.3 You must not actively recruit learners who live or work outside of North East CA geography.
- 7.4 We will fund an individual who does not live in England if specialist skills training is only available in England and the individual wants to travel to, or live in, England to study or learn. We do not expect these numbers to be significant.
- 7.5 We will fund individuals for learning that is delivered at an employee's workplace, whose main employment or normal place of work is in England.

- 7.6 We will fund individuals who live in Scotland, Wales and Northern Ireland who require and are eligible for ASF, and work for an employer based in North East CA area. We do not expect these numbers to be significant.
- 7.7 Providers located close to the borders can deliver ASF to learners who are not resident in North East CA area but reside in their catchment area, with permission from North East CA. We do not expect these numbers to be significant.

8 Temporary residence in the UK for educational purposes

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

9 Temporary absences from the UK

- 9.1 Learners who are temporarily outside of the UK for reasons such as education, employment or a gap year, but remain settled in the UK, can count this time outside the UK towards their 3 years ordinary residence.
- 9.2 Where learners move outside the UK during their course, you must cease funding them. This applies also to remote and virtual learning – you should only fund learners who meet the residency criteria, and you should expect that they remain in the UK for the duration of their course even if no attendance at a physical location is required. If a learner is temporarily absent from the UK, for example for a family event, for a short period, for example a week or less, then they may continue their distance learning course while overseas. If they will be absent for a longer period then you should not fund them to continue their learning while overseas.
- 9.3 British armed forces, MoD personnel or civil crown servants on postings outside of the UK, or people who are resident in England but work outside England, can be treated as ordinarily resident in the UK. You may continue to fund them despite the above restriction on funding learners outside the UK.

10 Learners who have applied for an extension or variation of their immigration permission.

- 10.1 Any person who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.
- 10.2 Therefore, a person is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.

11 Learners with limited length visas

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

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

12 UK nationals and other persons with right of abode

12.1 UK nationals or other person with a right of abode have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, or the British Overseas Territories, or the Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning. – See Annex B

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

12.3 The British Overseas Territories are listed in Annex A.

13 UK nationals in the EEA and Switzerland

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

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

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

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

13.3 A 'family member' for these purposes is either:

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

13.4 The EEA includes all the countries and territories listed in Annex A.

14 EEA and Switzerland nationals in the UK

14.1 EEA and Switzerland nationals have an eligible residency status if they have obtained either pre-settled or settled status under EU Settlement Scheme (EUSS) and have lived continuously in the EEA, Switzerland, Gibraltar, or the UK for at least the previous 3 years on the first day of learning.

14.2 The EEA includes all the countries and territories listed in Annex A.

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

15 EEA and Switzerland frontier workers

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

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

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

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

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

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

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

16 Family members of EEA or Swiss nationals

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

- where required to do so, they have obtained pre-settled or settled status under EUSS and
- the EEA national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning

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

16.3 A 'family member' for these purposes is either:

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

17 Irish citizens in UK or Republic of Ireland

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

18 Irish citizens in EEA and Switzerland

18.1 Irish citizens have an eligible residency status if they:

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

18.2 The EEA includes all the countries and territories listed in Annex A.

19 Other non-UK nationals

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

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

20 Family members of an eligible person of Northern Ireland

20.1 Family members of an eligible person of Northern Ireland have an eligible residency status if:

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

20.2 A 'family member' for these purposes is either:

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

21 Long residence

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

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

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

22.1 Individuals with any of the statuses listed below, or leave under the listed schemes, has an eligible residency status and is exempt from the 3-year residency requirement rule. In relation to these categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

23 Refugee status

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

23.2 Family members of individuals with refugee status, as defined below:

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

- they were the spouse or civil partner of the person on the asylum application date, and
- have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
- The child of a person with refugee status to enter or remain, or of the person's spouse or civil partner, is eligible if all of the following apply:
 - they were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum application date, and
 - they were under 18 on the asylum application date, and
 - they have been ordinarily resident in the UK since they were given leave to enter or remain

24 Humanitarian protection status

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

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

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

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

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

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

25 Discretionary leave to enter or remain

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

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

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

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

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

26 Extant leave to remain as a stateless person.

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

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

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

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

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

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

27 Leave outside the immigration rules

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

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

- they were the spouse or civil partner of the person on the asylum or leave application date, and

- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

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

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

28 Ukraine schemes

28.1 Persons granted leave under one of the Ukraine schemes:

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

29 Afghan schemes

29.1 Persons granted leave under one of the Afghan schemes:

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

30 Additional leave to remain – see also Annex B

30.1 Individuals with indefinite leave to remain or enter granted:

- as a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain
- as a bereaved partner, where they have been ordinarily resident in the UK since they were given leave to remain or enter
- under Section 67 of the Immigration Act 2016 leave
- under Calais leave to remain

31 British Indian Ocean Territory

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

32 Children of Turkish workers

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

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

33 Asylum seekers

33.1 Asylum seekers are eligible to receive funding if they:

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

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

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

34 No recourse to public funds conditions

34.1 The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds does not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

35 Individuals who are not eligible for funding

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

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

36 Learners in the armed forces

- 36.1 British armed forces personnel, Ministry of Defence personnel or civil and crown servants resident in England, who meet the criteria in the eligibility section, are eligible for North East CA funded ASF where learning takes place in England.
- 36.2 Members of other nations' armed forces stationed in England, and their family members, aged 19 and over, are eligible for North East CA funded ASF, set out in the eligibility section, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning. We will not fund family members that remain outside of England.

37 Fees and charging

- 37.1 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.
- 37.2 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.

38 Qualifying days for funding

- 38.1 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 [ASF funding rates and formula guidance for 2024 to 2025](#).
- 38.2 This does not apply where the learner achieves the learning aim.

39 Recognition of prior learning (RPL)

- 39.1 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:
- reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need
 - follow the policies and procedures set by the awarding organisation regarding recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
 - ensure you have a robust internal RPL policy and appropriate resources to deliver RPL
- 39.2 We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
- 39.3 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

39.4 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 of the AS level and record this in the 'funding adjustment for prior learning' field in the ILR. More information is available in <https://guidance.submit-learner-data.service.gov.uk/24-25/psm>

39.5 ASF no longer uses prior attainment as an eligibility criterion for the policy entitlements. Learners can be fully funded if they meet the residency eligibility criteria, are aged 19 and over and earn below the earnings threshold.

40 Breaks in learning.

40.1 You and the learner can agree to suspend learning while the learner takes a break from learning. This allows the learner to continue later with the same eligibility that applied when they first started their learning.

40.2 We will not fund a learner during a break in learning.

40.3 You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the [ILR provider support manual](#).

40.4 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.

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

41 What North East CA will not fund

41.1 We will not fund:

- qualifications, units or learning aims that are not listed on [find a learning aim](#) or on the [DfE list of qualifications approved for funding](#)
- provision to learners in custody – the [Ministry of Justice](#) funds prison education in England. Please note you can use your North East CA funded ASF to fund individuals released on temporary licence.
- end-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification.
- any part of any learner's learning aim or programme that duplicates provision they have received from any other source.
- training through North East CA funded ASF, where a learner is undertaking an apprenticeship and where that training will:
 - replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths.
 - offer career-related training that conflicts with the apprenticeship aims.

- 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.
- repeat the same regulated qualification where the learner has previously achieved it unless it is for any GCSE where the learner has not achieved grade 4 (C) or higher.
- a learner to sit or resit a learning aim assessment or examination where no extra learning takes place.

42 Evidence

- 42.1 You must hold evidence to assure us that you are using North East CA funded ASF appropriately. Most evidence will occur from your normal business process. You must make sure enrolments for North East CA funded ASF support your decision to claim funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the Residency eligibility section.
- 42.2 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.
- 42.3 Annex E contains the details on the evidence required.

Section 2 – North East Combined Authority funded ASF

2 Legal Entitlements

- 2.2 North East CA funded ASF includes support for 4 legal entitlements to full funding for eligible adult learners.
- 2.3 The legal entitlements for level 2 and level 3 follow the definition of fullness in the [full level 2](#) and [full level 3](#) sections respectively. A learner can only be fully funded for one vocational qualification from the entitlement qualifications list when exercising their legal entitlement. Appropriate information, advice and guidance should be given to a learner and the learner should be made aware of their entitlement rights and progression routes on completing an entitlement qualification.
- 2.4 These entitlements are set out in the [Apprenticeships, Skills and Children 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 achieved a GCSE grade A* - C or 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
 - Essential Digital Skills qualifications (EDSQs) OR Digital Functional Skills qualifications (FSQs), up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

2.5 Learners who meet the residency eligibility criteria in Section 1 and are below the earnings threshold criteria will also be fully funded for qualifications within policy entitlements that include:

- free course for jobs
- level 2 local flexibility
- tailored learning
- HGV
- 19 to 24 work placements
- SWAP
- The Princes Trust
- ESOL

3 Learning for Level 2 and below (including the full level 2 entitlement)

3.1 We will fully fund learners who meet the residency eligibility, are aged 19 and over, and who meet the definition of being below the earnings threshold, to undertake learning:

- up to and including level 2 qualifications from the local flexibility offer and/or
- qualifications from the full level 2 legal entitlement qualification list

3.2 Learners aged 19 to 23 who have not previously achieved a full level 2 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the level 2 legal entitlement list. You must not charge them any course fees.

3.3 Learners who have exhausted their first full level 2 entitlement and do not meet the definition of being below the earnings threshold will be co-funded.

3.4 For the funding year 2024 to 2025, providers can find the qualifications we have approved in the [DfE list of qualifications approved for funding](#).

4 Learning at Level 3 legal entitlement and the level 3 free courses for jobs

4.1 Learners aged 19 to 23 who have not previously achieved a full level 3 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the level 3 legal entitlement list. You must not charge them any course fees.

4.2 For the funding year 2024 to 2025, providers can find the qualifications we have approved in the [DfE list of qualifications approved for funding](#),

4.3 Learners who meet the residency eligibility, have exhausted their first level 3 legal entitlement and do not meet the definition of being below the earnings threshold have the option of funding through an [advanced learner loan \(ALL\)](#).

5 Level 3 free courses for jobs offer

5.1 Free courses for jobs (FCFJ) is a targeted level 3 offer to support adults who meet the definition of being below the earnings threshold.

5.2 The offer includes:

- level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults can now access fully-funded level 3 provision from the list of level 3 FCFJ qualifications available via the [DfE list of qualifications approved for funding](#)
 - an uplift is payable at 2 different rates and follows the earnings methodology set out in the [funding rates and formula document](#). This uplift should be used to support delivery of the level 3 FCFJ offer
- 5.3 Only level 3 qualifications included in this offer will attract an uplift. There may be additions to the list to ensure it meets the needs of the economy; we encourage providers to check availability regularly.
- 5.4 We will fully fund learners who meet the residency eligibility as part of this offer where they:
- are aged 19 or above on 31 August within the 2024 to 2025 funding year; and
 - enrol on the level 3 FCFJ qualifications approved for funding and
 - meet the eligibility of being below the earnings threshold
- 5.5 You must not claim for North East CA funded ASF 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 FCFJ offer. The criteria for ALL can be found in the [ALL funding rules](#).
- 5.6 You must:
- use LDM code 378 and FFI code 1 to claim for funding for learners who meet the requirements above
 - use LDM code 378, FFI code 1, and LDM code 391 when recording learners who meet the earnings threshold criteria
 - record the employment status of learners accessing the offer in the ILR
- 5.7 To determine qualifications that are eligible for FCFJ funding you must use learning aims that are marked with:
- category code 45: National Skills Fund Level 3 Free Courses for Jobs rate 1
 - category code 46: National Skills Fund Level 3 Free Courses for Jobs rate 2
 - category code 48: National Skills Fund Level 3 Free Courses for Jobs only
 - for short courses, you must also use category code 49: National Skills Fund Level 3 Free Courses for Jobs – short qualification

English, maths and digital for those aged 19 or older

6 English and maths

6.1 North East CA will fully fund eligible learners for the following qualifications:

- GCSE English and/or maths
- Functional Skills English and/or maths from Entry to level 2
- Stepping stone qualifications (including components, where applicable) in English and/or maths approved by DfE
-

- 6.2 To be eligible for the legal entitlement the individual must meet the residency eligibility in Section 1, and:
- be aged 19 or over, and
 - not have a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level)
- 6.3 If a learner wants to retake GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.
- 6.4 You must not fund an apprentice for English and/or maths from North East CA funded ASF.
- 6.5 You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill level 2.

7 Digital Skills

- 7.1 North East will fully fund eligible learners, including those who are employed, for the following qualifications:
- Essential Digital Skills Qualification (EDSQ) up to and including level 1
 - Digital Functional Skills Qualifications (DFSQ) up to and including level 1
- 7.2 To be eligible for the legal entitlement the individual must meet the residency eligibility in Section 1, and be:
- aged 19 or over, and
 - assessed as having digital skills levels below level 1

8 General funding principles for English, maths and digital entitlement

- 8.1 We will fully fund non-regulated English, maths and digital for learners, including those learners 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 the entitlements above through your tailored learning allocation.
- 8.2 You must 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 or:
 - the national standards for essential digital skills or DfE published digital Functional Skills subject content
 - carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study
 - enrol the learner on a level above that at which they are assessed and/or of which they have prior attainment, and be able to provide evidence of this
 - deliver ongoing assessment to support learning
 - record the evidence of all assessment outcomes in the evidence pack
- 8.3 The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

9 Government contribution charts

- 9.1 Charts 1 and 2 show the level of government contribution for North East CA funded ASF.
You can find the text version of these charts in below.

Chart 1: 19 to 23-year-olds

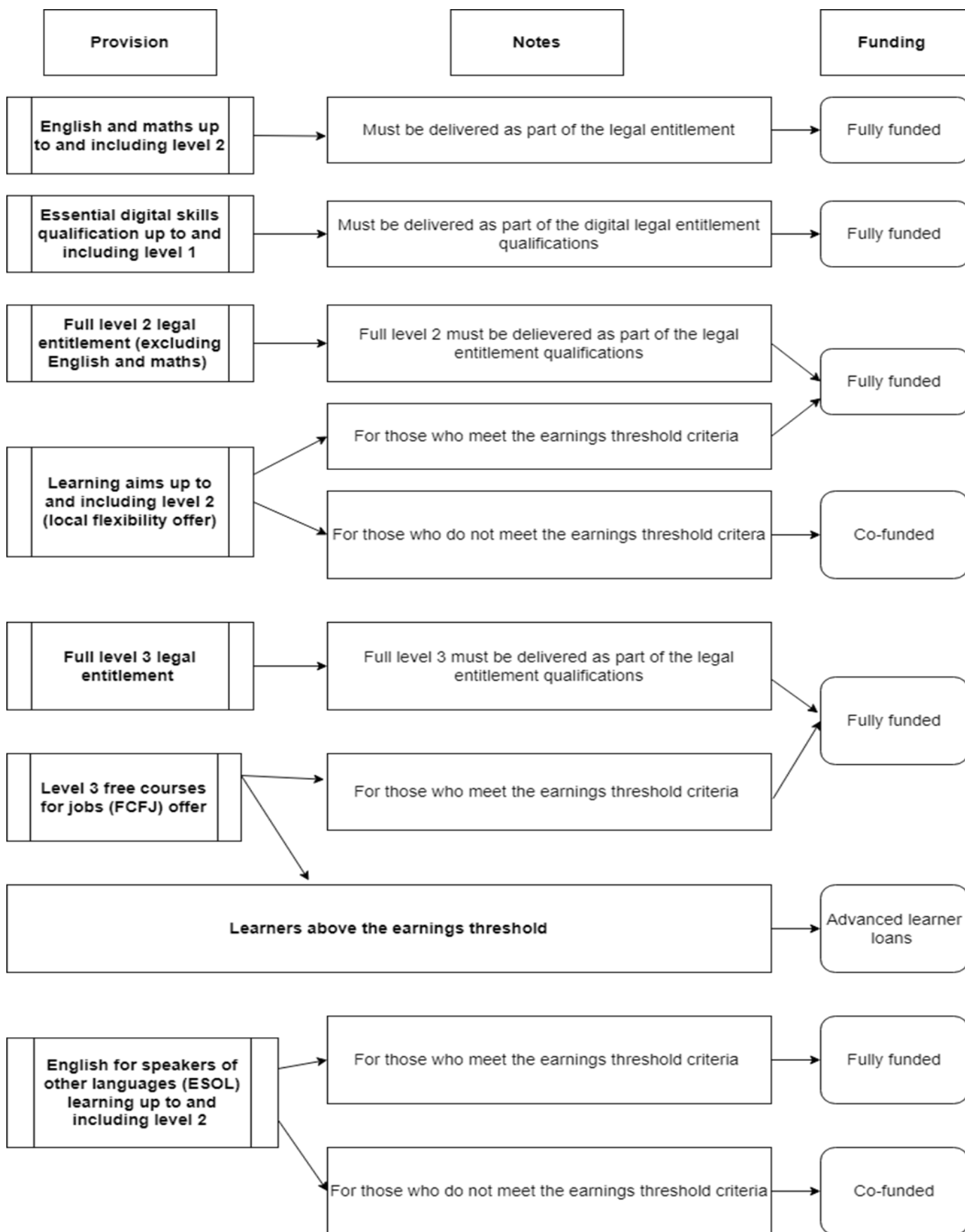
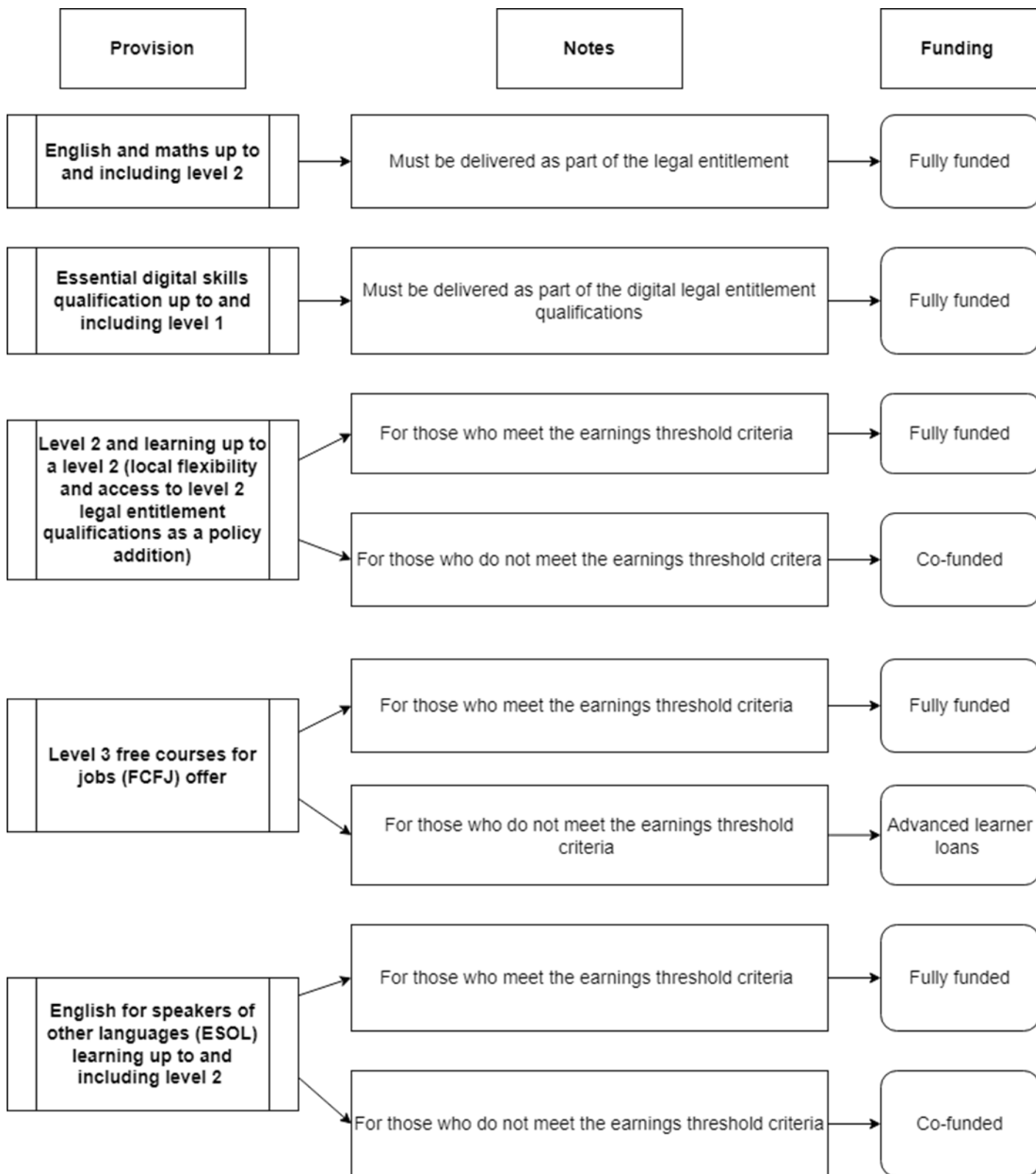


Chart 2: 24+



10 Unemployed

10.1 We will update the Universal Credit thresholds to align to any revisions made by the Department for Work and Pensions (DWP).

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

- receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- receive Employment and Support Allowance (ESA)
- receive Universal Credit (UC), and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1437 a month (learner has a joint benefit claim with their partner)
- are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

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

- receives other state benefits (not included in the list above) and their take-home pay (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1437 a month (learner has a joint benefit claim with their partner),
- is not receiving any benefits, wants to be employed, and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs

11 Earnings threshold

11.1 North East CA have supported the introduction of the earnings threshold as part of a new eligibility criteria that enables learners to be fully funded if they earn below £25,000. The policy entitlement includes learners who are unemployed, employed or self-employed. You must apply the earnings threshold to the learners gross annual salary and exclude any benefits the learner receives.

11.2 You may fully fund learners who are unemployed, employed, or self-employed, up to and including level 2 and the level 3 offers, if they earn below £25,000 annual gross salary.

11.3 You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a UC 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 you must evidence your decision to award full funding to an individual who would normally be eligible for co-funding.

11.4 To claim full funding for learners who earn below the earnings threshold, you must use LDM code 391 and FFI code 1.

11.5 If the learner is unemployed and is claiming benefits you must complete the [Benefit Status Indicator \(BSI\)](#) to identify the learner is in receipt of Jobseeker's Allowance (BSI 1) Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

12 Heavy goods vehicle (HGV) driver training

12.1 HGV driver training flexibilities have been developed to support an increase in HGV driver training. We are reviewing the category code 52 learning aims for HGV for the 2024 to 2025 academic year. We aim to provide an update in early summer 2024. Further information available in the [rates and formula document](#).

12.2 The 2024 to 2025 offer:

- includes level 2 qualifications which will prepare learners for HGV licence acquisition of all vehicles up to category C and E (articulated)
- includes any new additional qualifications that are approved for training in this sector throughout the 2024 to 2025 academic year
- allows all eligible learners, fully funded and co-funded, to be reimbursed for the cost of HGV licences and medical

12.3 Learners must be eligible under the criteria for North East CA funded ASF eligibility and enrolled on one of the targeted approved for funding level 2 qualifications listed in [find a learning aim](#).

12.4 For learners, we will fund the first attempt only for:

- the HGV licence as part of a programme of training and
- the medical, at a cost of £61 per learner and/or
- a licence to upgrade from category C to category C+E

12.5 You must use learning aims that are marked with:

- category code 50: HGV Emergency Response, to identify an approved qualification, and
- category code 51: HGV Medical for the additional learning aim to represent the HGV medical and
- category code 52: HGV Licence, for the additional learning aim(s) to represent parts of the Driver Certificate of Professional Competence (CPC) tests required to attain the licence, when learners undertake these elements
- record an outcome of “Achieved” in the ILR where you have a recorded learning aims for the HGV licence and medical aim, to generate reimbursement funding for these activities
- have criteria for how you will administer and distribute your funds
- retain evidence in the learner file confirming that you have verified the medical test and licence documentation, and evidence from your accounts of the payment made to the learner and learner’s receipt of the funds

13 North East CA Work Placement Funding

13.1 We will fully fund individuals for a work placement who meet the criteria in the [who we fund](#) section where they:

- are aged 19 to 24 on 31 August within the 2024 to 2025 funding year; and
- enrol on one or more learning aims from the ASF core offer, or a vocational qualification listed on [find a learning aim](#), alongside a work placement learning aim

- 13.2 A learner's work placement must take place with an employer and allow the learner to develop new workplace knowledge, skills and behaviours. In total, the work placement element must be at least 70 hours and a maximum of 240 hours, and it must not be virtual or be simulated learning in an artificial environment.
- 13.3 A learner can have separate work placements in different organisations. These must last at least 2 weeks with each employer, and at least 70 hours in total with each placement supporting progression linked to their learning plan.
- 13.4 For learners on Jobseeker's Allowance or Universal Credit, work placements can be between 70 to 240 hours.
- 13.5 A learner who is undertaking work experience as part of a SWAP funded through DWP must not be funded through the 19 to 24 work placement.
- 13.6 For eligible learners aged 19 to 24 the work placement will be funded through the ESFA funded ASF funding methodology, with further information available in the [ASF funding rates and formula guidance for 2024 to 2025](#)
- 13.7 Providers must use learning aims that are marked with Adult Skills Fund – Work Placement, refer to the [ASF funding rates and formula guidance for 2024 to 2025](#)
- 13.8 The employer must offer at the end of each work placement (which you must evidence) either:
- a formal interview for a job or apprenticeship vacancy, plus feedback, or
 - an exit interview, written feedback and evidence of the learner's time and activities during the work placement

14 Sector-based work academy programme (SWAP)

- 14.1 Please note: SWAP provision **forms part of ASF funding allocations** and is not additional to providers ASF funding allocations in AY 2024-25.
- 14.2 The [Sector-based work academy programme \(SWAP\)](#) is designed to help Job Centre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to 6 weeks and has 3 main components:
- pre-employment training
 - work experience placement
 - a guaranteed job interview – linked to the employer vacancy, if agencies are used, evidence must be supplied by the employer that a job offer has been given.
- 14.3 The scheme runs in England and Scotland. Participants remain on benefits throughout their placement.
- 14.4 Only the pre-employment training element in England can be funded through ASF local flexibility, and normally lasts 2 to 3 weeks. Jobcentre Plus fund the other components and will pay any travel and childcare costs whilst claimants are on the work experience placement.

- 14.5 If pre-employment training leads to a qualification, you must offer the qualification from an Ofqual-regulated awarding organisation.
- 14.6 You must plan to deliver both the pre-employment training and a work experience placement aligned to a guaranteed job interview with a named employer. North East will not approve funding unless a work experience aim is used in the data and evidence can be provided of the work experience taking place in a real working environment.
- 14.7 FE providers are part of the SWAP local design process and are informed when to expect referrals and how many.
- 14.8 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 North East CA funded ASF funded pre-employment training.
- 14.9 To claim full funding for claimants referred to SWAP pre-employment training you must use LDM code 375 and complete the [Benefit Status Indicator \(BSI\)](#) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

15 Prince's Trust Team Programme

- 15.1 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.
- 15.2 In order to deliver the team programme, you must get approval from the [Prince's Trust](#).
- 15.3 For eligible learners aged 19 to 25, we fund the team programme through the North East CA funded [funding methodology](#). Please also refer to the Princes Trust section in the [funding rates and formula guidance](#). For eligible learners aged 16 to 19, the team programme is funded through the North East CA's 16 to 19 funding methodology, with further information available in the [rates and formula document](#).

16 English for speakers of other languages (ESOL)

- 16.1 ESOL qualifications are part of the ASF learning at level 2 and below offer, please refer to this section for eligibility criteria and the Government Funding Contributions Tables.
- 16.2 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 how to do this in the [ASF funding rates and formula guidance for 2024 to 2025](#)

17 Learners with learning difficulties and/or disabilities

- 17.1 We will fund learners with learning difficulties and/or disabilities as set out in the [Apprenticeships, Skills, and Children and Learning Act 2009](#).

17.2 We have the responsibility for securing the provision of reasonable facilities for education and training suitable to the requirements of persons who are 19 and over, set out in the [who we fund](#) section. This includes learners with an identified learning difficulty and/or disability who have previously had an education, health and care (EHC) plan and have reached the age of 25.

17.3 The [16 to 19 funding methodology](#) will apply to learners aged 19 to 24, who have an EHC plan and require provision and support costs.

18 Learners with an education, health and care (EHC) plan

18.1 To access provision and support costs you must inform North East CA before the start of the AY 2024 to 2025 funding year where a learner:

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

18.2 The learner must:

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

18.3 If a learner has an EHC plan, you must report this in the 'Learner funding and monitoring' fields in the ILR.

18.4 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.

19 Tailored learning (replaces Community Learning)

19.1 As part of the new ASF, the term tailored learning brings together what was AEB community learning, formula-funded AEB non-regulated learning (previously delivered through adult skills) and any new employer-facing innovative provision that is not qualification based. The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger communities.

19.2 We would expect you to encourage and support all learners to progress on to new or more stretching provision to help them into more formal learning or employment. 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.

19.3 Providers have the freedom and flexibility within these parameters to determine how they use their tailored learning allocation, to meet the needs of their communities and employers.

19.4 To deliver tailored learning, you must:

- follow North East CA funded ASF tailored learning funded methodology and submit ILR data under funding model 11 for the delivery and support
- 19.5 You must not use tailored learning funding for learning that is:
- eligible for funding through an advanced learner loan
 - primarily or solely for leisure purposes. We define learning for leisure purposes as learning where the primary or sole intent of the learning is for leisure
- 19.6 Tailored learning funding will be reconciled against the tailored learning allocation line at the end of the funding year. You must repay funding that has not been used for tailored learning or where its use cannot be evidenced.
- 19.7 You must include the use of your tailored learning funding to cover learning and learner support costs up to the value of your tailored learning allocation. If you do, you must:
- claim for learning and learner costs, must be approved by Relationship and Contract Manager and claimed through the EAS and follow the policy in line with the support funding section
 - record these costs in the learner's evidence pack and maintain evidence that support the costs for audit purposes
- 19.8 We will monitor tailored learning provision through the ILR and data submissions and will require you to provide information on your delivery to ensure it represents value for money.
- 19.9 You have the flexibility to use your tailored learning funding in line with the ASF formula funded methodology (funding model 38), to meet local demand. This flexibility works one way, you cannot use your ASF formula funded allocation to fund additional tailored learning and we will not fund above value stated in your contract.
- 19.10 You can use this amount of tailored learning funding to deliver regulated provision to meet local demand. If you do deliver regulated learning, you must enrol learners following North East CA funded ASF eligibility requirements set out in the government contribution Chart 1 and Chart 2.
- 19.11 You can support learners aged under 19 if they meet both of the following, they are:
- a parent, carer or guardian attending provision delivered through family learning
 - funded through tailored learning using funding model 11 in the funding model field (refer to ILR guidance for more information)
- 19.12 Tailored learning courses are delivered and reported on the ILR under the following purpose types, please refer to the 2024 to 2025 ILR specification for further details:
- Engaging and/or building confidence
 - Preparation for further learning
 - Preparation for employment
 - Improving essential skills (English, ESOL, maths, digital)
 - Equipping parents/carers to support children's learning
 - Health and well-being
 - Developing stronger communities

Learner outcomes of tailored learning courses are reported on the ILR. Please refer to the [2024 to 2025 ILR specification](#) for further details.

19.13 The eligibility principles we apply to tailored learning provision are as follows:

- it must not be provision linked to UK visa requirements
- it must not be provision linked to occupational regulation unless there is an agreed concession in place
- it must not be learning, for example, 'induction to college', that should be part of a learner's experience
- it must not be used primarily or solely for 'leisure' purposes
- it must not be a non-regulated version of a regulated qualification. That includes regulated qualifications that are not currently approved for funding
- it must not be above notional level 3

19.14 Where you are delivering tailored learning, you must ensure you have appropriate and robust quality assurance processes in place. For instance, you could follow 'the recognising and recording progress and achievement (RARPA) cycle'. Further [information on RARPA](#) is available from the Learning and Work Institute.

19.15 Providers must have a fair and transparent fees policy in place. Providers are asked to collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot. Your fees policy must be available on your website and, where appropriate, in the venues where you deliver tailored learning.

20 Other Non-regulated learning

20.1 If we fund your organisation through a contract for services, you will have access to deliver non-regulated provision. Your delivery plan containing non-regulated provision must be approved by your Relationship and Contract Manager.

20.2 North East CA will reserve the right to assess requests for bespoke non-regulated provision and will hold the discretion to approve the use of these.

21 Funding for developing innovative provision

21.1 As part of the commitment to reforming FE funding and accountability, outlined in The Skills for Jobs White Paper, the ESFA has introduced a new flexibility which enables eligible providers to earn up to 3% of their ASF allocation on the development of innovative provision. The purpose of this flexibility is to encourage local innovation and to support eligible providers to be able to develop new provision, in partnership with local employers and others.

21.2 North East CA is adopting a similar approach to devolved ASF in our region. This flexibility is only available to providers with a Grant Funding Agreement. Please note this flexibility must be afforded through your Grant Allocation – it is not additional funding.

21.3 Funding for developing innovative provision enables eligible providers to earn up to 3% of their North East CA ASF allocation on the development of innovative provision. The purpose of this flexibility is to encourage local innovation and to support eligible providers to be able to develop new provision, in partnership with local employers and others.

- 21.4 To be eligible to utilise up to 3% of your North East CA funded ASF grant allocation for the development of new innovative provision you must:
- have delivered North East CA funded AEB learning aims in 2022 to 2023, excluding FCFJ, 19 to 24 traineeships and community learning
 - have a 2024 to 2025 ASF allocation (excluding FCFJ) over £500,000
 - have 2024 to 2025 tailored learning value of less than 20% of your adult skills funding
- 21.5 **Please note:** If you are eligible, you must set out a detailed proposal and submit this for approval to North East CA prior to committing any of your allocation to developing innovative provision.
- 21.6 We expect that provision developed using this flexibility reflects the priorities outlined in the local skills improvement plans (LSIP) and in the North East CA Skills Strategy.
- 21.7 You have the flexibility to use all, or some, of the 3% of your ASF allocation and you must use this flexibility to fund the development costs of establishing new provision. This includes:
- research and developments costs – to support work with large employers and/or local SME/micro businesses to scope and develop non-accredited provision bespoke to that employer
 - project management costs – to support the costs of overseeing the project development and setting up of new non-accredited provision. It could also cover the staff costs of developing and preparing new qualifications for submission to DfE/awarding bodies approval processes
 - training for the trainer – developing training for teaching staff to be able to deliver provision in new and emerging fields such as green skills and artificial intelligence
- 21.8 You must be able to demonstrate that the above activity has been delivered and ensure you clearly document and retain records as evidence of the complete breakdown of costs that have been incurred and paid.
- 21.9 This evidence may well form part of the documentation comprised of your normal financial systems and processes which demonstrate clearly the different costs specifically spent from this funding such as direct costs (such as invoices, expenses), personnel costs (such as payroll, time records) and any indirect costs (how these have been calculated).
- 21.10 Your spend may also have been subject to an audit from your own statutory or internal auditors, in which case assurance of spend may be accepted where this can be evidenced from audit reports/audit committee minutes. We will recover funding that is not duly spent, recorded and evidenced as above, or duly assured by your auditors and evidenced from relevant audit reports, or evidenced from formal audit committee minutes, as stated above.
- 21.11 You must not use this flexibility to claim:
- funding for learners, including those where new provision is being piloted
 - for any capital costs, building/estates refurbishments, maintenance and restoration

22 Support funding

- 22.1 The North East CA funded ASF's overarching aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning. Where you identify that a learner has a learning difficulty and/or disability, or a financial barrier, your North East CA funded ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.
- 22.2 Support for learners undertaking tailored learning is funded from within the tailored learning allocation.

23 Learning support

- 23.1 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 and/or disability, to achieve their learning goal.
- 23.2 Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.
- 23.3 You must:
- carry out and document a thorough assessment to identify the learner's learning difficulty and/or disability
 - agree and record the assessment and outcome of your assessment in the evidence pack
 - record details of the reasonable adjustments required and how support will be planned and delivered
 - record and retain the appropriate evidence to demonstrate that the planned support has been delivered
 - confirm the continuing necessity and appropriateness of these reasonable adjustments on a **monthly basis**
 - 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. This does not apply to any non-formula tailored learning
 - learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made
- 23.4 All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate, up to £19,000 you must also use the Earnings Adjustment Statement (EAS). **Claims must be submitted monthly.** For any costs over £19,000 please see the next section for exceptional learning support.
- 23.5 You must keep evidence of these additional costs in the evidence pack. You must only record the excess amount on the EAS, not the whole learning support cost. Unless a learning aim is delivered in less than one calendar month, in this case you may claim the entire cost through EAS.

24 North East CA extension of learning support across all providers

24.1 North East CA have made use of the flexibilities afforded by devolution of ASF in relation to funding learning support across all providers including procured Contract for Services. Previously only providers with grant funding agreements had an allocation for learning support, which was based on 'historical' delivery through the ESFA.

24.2 Procured Contract for Service providers can utilise up to 5% of their funding allocation for learning support.

25 Exceptional learning support claims above £19,000

25.1 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) but only for the amount above £19,000. The amount up to £19,000 should be claimed through the monthly rate and any excess funding through the EAS. 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.

25.2 You must submit **ELS claims at the beginning of the learner's programme**, or when you identify the learner requires support costs more than £19,000 in a funding year, by completing and sending the ELS claims form **to your North East CA Relationship and Contract Manager for approval.**

25.3 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.

25.4 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.

26 Learner support (Grant Funding Agreements only)

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

- Hardship funding – general financial support for financially disadvantaged learners to support participation learning
- 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
- Care to Learn top up for 19-year-olds
- ICT devices and connectivity – to support disadvantaged learners who cannot undertake online delivery

26.2 You must not claim more than 5% of your total learner support 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. You must follow these rules and claim learner support using the appropriate method as set out below.

26.3 You must:

- have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
- assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack
- report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR. This does not apply to non-formula tailored learning
- claim on a monthly\regular basis using the EAS
- consider the availability of other support for learners, for example from Jobcentre Plus
- 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
- use either ASF or loans bursary to support specific provision funded by either ASF or ALL where a learner is on 2 courses at the same time

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

- essential equipment or facilities if the learner is eligible for full funding with the exception of the items covered in the first clause of the hardship section and the flexibilities in ICT devices and connectivity section
- a learner in custody or released on temporary licence
- a learner carrying out a higher education course or learning aims fully funded from other sources
- to pay attendance allowances or achievement and attendance bonuses

27 Hardship

You can use hardship funds for the following:

- course-related costs, including course trips, books and equipment (where costs are not included in the funding rate)
- support with domestic emergencies and emergency accommodation provided by others, or by providing items or services or cash direct to the learner, this can be in the form of a grant or repayable loan provided by you
- transport costs (but not make a block contribution to post-16 transport partnerships or routinely fund transport costs covered in the local authority's legal duty for learners of sixth-form age)
- examination fees
- accreditation fees, professional membership fees and any fees or charges due to external bodies
- your registration fees
- to support continuing traineeship learners, including the work placement element

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

28 20+ Childcare

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

28.2 You must not use childcare funding to:

- fund informal childcare, such as that provided by a relative

- set up childcare places or to make a financial contribution to the costs of a crèche

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

29 19-year-olds Care to Learn

29.1 Learner support may also be used to provide further help with childcare costs for 19-year-old learners in receipt of Care to Learn whose costs exceed the weekly maximum rates for that scheme. The top up may only be applied to childcare provision [eligible under the Care to Learn scheme](#) rules. The institution must hold evidence that the maximum amount is being paid under Care to Learn to confirm that a top up is required. Any top up paid must be made in line with Care to Learn guidance and paid directly to the childcare provider.

30 ICT devices and connectivity

30.1 You can support disadvantaged learners who are undertaking classroom or blended learning to continue to participate via online learning where the learner does not have:

- internet access at home, and/or
- a suitable device, for example a laptop or tablet, to complete the necessary online course work

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

- deploying any unused devices before you purchase new ones
- exploring options to access low cost second hand or recycled devices
- avoiding entering long term contract arrangements
- holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us, if asked

30.3 IT devices you purchase must only be loaned out to learners and returned at the end of their learning aim to allow them to be re-used by other learners. Learners must sign a declaration, confirming:

- they will return the device when their online learning aim(s) is complete, or if they leave before completing their learning
- they will return the device in the same condition in which they received it

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

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

- the outcome of the assessment undertaken to identify the learner's individual needs
- the learner declaration referred to above

31 North East CA Funding Flexibilities

31.1 Devolution of ASF provides an opportunity to make commissioning decisions on an area focused and forward-looking basis. It enables NECA to offer funding flexibilities to meet the needs of residents and businesses and allow a quick response to changes in the labour market whilst supporting residents who may need additional support to access learning or employment.

31.2 North East CA will support the following funding flexibilities in AY 2024 - 2025

- Fully fund English and maths qualifications for unemployed residents who are assessed as functioning at Level 1 or below, regardless, or prior attainment in these subjects.
- Fully fund a non-accredited digital learning aim providers can utilise to deliver 'essential digital skills' for residents.
- Fully fund accredited English ESOL qualifications for eligible asylum seekers.
- Fully fund a non-accredited learning aim for activity at the beginning of a learner's programme to support with wellbeing e.g., confidence building, motivation and resilience, to help retain learners on their programme.

31.3 More detail on the funding rules and how to record these flexibilities in the ILR is available in Annex F.

32 Job outcome payments (All qualifications and programmes)

32.1 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:

- 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 4 consecutive weeks
- where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these
- North East CA are keen to ensure inclusive growth, providing access to work experience and job outcomes for unemployed and economically inactive residents. Subcontracting

Section 3 - Subcontracting

3 Subcontracting Overview

- 3.1 Your governing body or board of directors (or equivalent) and your accounting officer (senior responsible person) must be satisfied that all your delivery subcontracting meets your strategic aims and enhances the quality of your learner offer. You must set out the reasons for subcontracting in your published supply chain fees and charges policy to reflect your strategic aims. You must be able to evidence this through means such as minutes of meetings and written sign-off.
- 3.2 Your subcontractor(s) do not need to register with North East CA; however, we expect full due diligence checks to be undertaken by you and all subcontracted provision to be declared to North East CA for agreement, prior to the commencement of any delivery by the Subcontractor.
- 3.3 Subcontracts of all values will be declared and published once agreed by North East CA. If your organisation does not apply a rigorous subcontracting due diligence process, we will review your funding arrangements and may limit your ability to subcontract provision.
- 3.4 You must not subcontract to meet short-term funding objectives.
- 3.5 You must only use delivery subcontractors:
 - 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;
 - who your governing body/board of directors (or equivalent) and your accounting officer (senior responsible person) determine as being of high quality and low risk and provide written confirmation evidence;
 - if you have robust procedures to ensure subcontracting does not lead to the inadvertent funding of extremist organisations;
 - 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.
- 3.6 All subcontracted Providers must have a valid UKPRN number.

4 Selection and procurement

- 4.1 You must get our written approval before awarding a subcontract to a delivery subcontractor and keep evidence of this. We may place restrictions on your future use of ASF delivery subcontractors if approval is not sought and agreed prior to delivery taking place.
- 4.2 When appointing delivery subcontractors, you must avoid conflicts of interest and you must write to us 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.

- 4.3 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.
- 4.4 You must ensure any delivery subcontractor you appoint continues to meet the requirements of your due diligence procedures and that you provide them with all the necessary support.
- 4.5 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.
- 4.6 Terms that you must include in contracts with delivery subcontractors. You must make sure your delivery subcontractors:
 - meet the requirements set out in these funding rules
 - provide you with ILR data so your data returns to us accurately reflect your subcontractor's delivery information
 - give us, and any other person nominated by us, access to their premises and all documents relating to North East CA ASF funded provision
 - always have suitably qualified staff available to provide the education and training we fund through the ASF
 - co-operate with you to make sure there is continuity of learning if the subcontract ends for any reason
 - tell you if evidence of any irregular financial or delivery activity arise.

5 Monitoring

- 5.1 You must manage and monitor all of your delivery subcontractors to ensure that high-quality delivery is taking place that meets our funding rules.
- 5.2 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:
 - include whether the learners exist and are eligible
 - involve direct observation of initial guidance, assessment, and delivery of learning programmes.
- 5.3 The findings of your assurance checks must be consistent with your expectations and the delivery subcontractor's records.
- 5.4 You must also tell us the actual level of funding paid and retained for each of your delivery subcontractors in AY 2024-2025. You must supply this information as part of your delivery plan and payment profile. We may publish the information on North East CA website at our discretion.

6 Second-level subcontracting

- 6.1 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.

7 Subcontracting and consortia

- 7.1 As part of agreeing your North East CA Delivery Plan and in advance of your Contract/Grant start date, you will have provided information on the use of subcontractors through a subcontractor declaration.
- 7.2 We understand that business changes and that there may be cases where you want to take on new delivery partners in year and we would expect to see a clear rationale for this decision. We would want to understand particularly how this provision would enhance the offer to residents and see alignment to North East CA priorities.
- 7.3 Any proposals to use new subcontractors need to be approved by North East CA through a business case prior to any new starts with the subcontractor.

Annex A: eligibility for funding

This annex sets out the countries falling within the below categories as referenced in the residency eligibility.

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

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 ASF funding rules.

Denmark	The following is part of Denmark: Greenland Faroe Islands
Finland	The following is part of Finland and the EU: Aland islands
France	The following is part of France and the EU: the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et Miquelon) The following is part of France: New Caledonia and its dependencies French Polynesia Saint Barthélemy
Germany	The following is part of Germany and the EU: Tax-free port of Heligoland
Netherlands	The following is part of the Netherlands: Antilles (Bonaire, Curacao, Saba, St Eustatius and St Maarten) Aruba
Portugal	The following is part of Portugal and the EU: Madeira The Azores
Spain	The following is part of Spain and the EU: the Balearic Islands the Canary Islands Ceuta Melilla

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

Annex B – Further clarification on Residency

1. Persons with the right of abode have the right to live and work in the UK without any immigration restrictions. Further details can be found in the [prove you have right of abode in the UK](#) on GOV.UK.
2. This refers to the 7-year offer for UK nationals in EEA and Switzerland. More information on the 7-year offer can be found at [UK nationals in the EEA and Switzerland: access to higher education and 19+ further education](#) on GOV.UK.
3. Further information, can be found at: [apply for an EU Settlement Scheme family permit to join family in the UK: Apply if you're joining a person of Northern Ireland](#) on GOV.UK.
4. As defined in the Immigration Rules Appendix ["Victim of Domestic Abuse"](#) on GOV.UK.
5. As defined in the Immigration Rules Appendix ["Bereaved Partner"](#) on GOV.UK.
6. 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.
7. 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.

Annex C: Government contribution charts – text version

Lists 1 and 2 are the text version of charts 1 and 2 and show the level of government contribution for North East CA funded ASF.

Chart 1: 19- to 23-year-olds

- English and maths for those aged 19 to 23 up to and including level 2; Must be delivered as part of the legal entitlement; 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 entitlement (excluding English & maths); First full level 2 must be delivered as part of the legal entitlement qualifications; Fully funded
- Learning aims up to and including level 2 (Local flexibility offer); For those who meet the earnings threshold criteria and have exhausted their first full level 2 legal entitlement; Fully funded. For those who do not meet the earnings threshold criteria; Co-funded
- First full level 3 legal entitlement; First full level 3 must be delivered as part of the legal entitlement qualifications; Fully funded
- Level 3 free courses for jobs (FCFJ) offer; For those who meet the earnings threshold criteria and have exhausted their legal entitlement; Fully funded. Learners above the earnings threshold; advanced learner loans
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the earnings threshold criteria; Fully funded. For those who do not meet the earnings threshold criteria; Co-funded

Chart 2: 24+

- English and maths up to and including level 2; Must be delivered as part of the legal entitlement; Fully funded
- Essential digital skills up to and including level 1; Must be delivered as part of the legal entitlement qualifications; Fully funded
- Level 2 and learning up to level 2 (local flexibility and access to L2 legal entitlement qualification as a policy addition); For those who meet the earnings threshold criteria; Fully funded. For those who do not meet the earnings threshold; Co-funded
- Level 3 free courses for jobs (FCFJ) offer; For those who meet the earnings threshold criteria; Fully funded. For those who do not meet the earnings threshold criteria; [advanced learner loans](#)
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the earnings threshold criteria; Fully funded; For those who do not meet the earnings threshold criteria; Co-funded.

Annex D: Qualifications

Full Level 2 Qualification

Full level 2 is the level of attainment which, is demonstrated by:

- a GCSE in 5 subjects, each at grade 4 (C) or above, or
- a Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance tables

Please refer to the [qualification downloads - list of qualifications approved for funding](#) on GOV.UK or email qualifications.approval@education.gov.uk if you need advice on a previous qualification's designation.

Full level 3 Qualification

Full level 3 is the level of attainment which is demonstrated by a:

- General Certificate of Education at the advanced level in 2 subjects
- General Certificate of Education at the AS level in 4 subjects
- QAA Access to Higher Education (HE) Diploma at level 3
- Technical, or applied general qualification at level 3, which meets the requirements for the 16 to 19 performance tables
- Core maths at level 3

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

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. Approved qualifications

Where you deliver regulated qualifications and/or their components, you must ensure they are [approved for North East CA funded ASF](#) and available on [find a learning aim](#). [Qualifications and public funding](#) provides information on qualifications that are no longer approved for funding.

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.

We will fund qualifications that are linked to occupational regulation/licence to practise. You can find more information about these qualifications at the [qualifications website](#).

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

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 full level 2 and/or level 3 qualification.

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

Annex E: Evidence

1 Evidence Pack

- 1.1 The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.
- 1.2 Evidence in the evidence pack must assure us that the learner exists.
- 1.3 The learner must confirm information they provide is correct when it is collected.
- 1.4 If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
- 1.5 Where you hold information centrally, you only need to refer to the source.
- 1.6 If applicable, the evidence pack must confirm the following:
 - all information reported to us in the ILR, EAS, funding claims if applicable, and all supporting evidence to substantiate the data that you report
 - your assessment and verified evidence of eligibility for funding and a counter signed record of the evidence the learner has provided to support their eligibility for funding
 - copies of all assessments and diagnostics undertaken to determine a learner's requirements
 - evidence and information on prior learning that affects the learning or the funding of any of the learning aims or programme
 - for 'personalised learning programmes', for example, non-regulated learning aims, 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
 - a description of how you will deliver the learning and skills and how the learner will achieve
 - the supporting evidence about why you have claimed funding and the level of funding for a learner
 - details and evidence of any learner or employer contribution
 - support needs to be identified, including how you will meet these needs and the evidence of that
 - that learning is taking or has taken place (including a work placement for continuing traineeship learners) and records are available
 - if applicable, a learner's self-declaration as to what state benefit they claim
 - a learner's self-declaration on their status relating to gaining a job; and
 - all records and evidence of achievement of qualifications, learning aims or continuing traineeship learners. This must be available within 3 months of you reporting it in the ILR
- 1.7 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.
- 1.8 If a subcontractor delivers any provision to the learner, the provider must clearly identify the subcontractor. This must match the information reported to us in the ILR.

2 Confirmation and signatures

- 2.1 The learner must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.

- 2.2 We accept electronic evidence, including electronic/digital signatures. Where evidence is electronic, you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.
- 2.3 Both electronic and digital signatures are acceptable. We do not specify which should be used, only that a secure process to obtain and store signatures is followed:
- an electronic signature is defined as any electronic symbol or process that is associated with any record or document, where there is an intention to sign the document by any party involved
 - an electronic signature can be anything from a check box to a signature and/or
 - a digital signature is where a document with an electronic signature is secured by a process making it non-refutable
 - it is 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
- 2.4 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.
- 2.5 You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

3 Starting, participating and achieving

- 3.1 You can only claim North East CA funded ASF when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing, or similar activities.
- 3.2 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.
- 3.3 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.
- 3.4 You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.
- 3.5 Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.
- 3.6 Payment will be made on the completion of the learning – completion payments. Achievements will continue to be recorded with no additional payment.

4 Leaving learning

- 4.1 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.

5 Outcome Tracking

- 5.1 North East CA will be tracking and monitoring learner progress and job outcomes for all learners. It is expected that providers will track learners and provide this information, using their own systems, when requested\required.

6 Individualised learner record (ILR)

- 6.1 You must accurately complete all ILR fields as required in the [2024 to 2025 ILR specification](#) even if they are not required for funding purposes.
- 6.2 The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible learners. You must not report inaccurate information that would result in an overstatement of the funding claimed.
- 6.3 Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.

7 Self-declarations by learners

- 7.1 All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.
- 7.2 If a learner self-declares prior attainment, you must check this in the [personal learning record \(PLR\)](#) and query any contradictory information with the learner. The PLR will not necessarily override the learner's self-declaration.

8 Match Funding

- 8.1 You must not use the payments that we make as match funding for any European Social Fund (ESF) projects with any co-financing organisation or Managing Authority direct bids.

Annex F – North East CA Funding flexibilities - Funding Rules and ILR Coding

8.2 Please note these funding flexibilities can only be used to support North EastCA residents and should be read alongside North East CA Performance Management and Payment Rules (PMPR)

1. Fully funded English and maths qualifications for unemployed residents who are assessed as functioning at Level 1 or below, regardless of prior attainment.	
Funding Model:	Adult Skills – Funding Model 38
Usage:	<p>Providers and employers report a significant barrier to learning and employment opportunities can be a lack of basic skills in English and maths. Under the current North East CA funding rules, residents with an existing qualification in English and maths are not entitled to provision to ‘brush up’ their skills or gain updated qualifications.</p> <p>This flexibility has been introduced to enable North East CA providers to fully fund <u>unemployed</u> residents for approved¹ English and maths qualifications if they are assessed as functioning at Level 1 or below regardless of prior attainment in English and maths.</p> <p>Providers must:</p> <ul style="list-style-type: none"> • 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 curriculum. • • carry out an appropriate diagnostic assessment to inform and structure a resident’s resident file to use as a basis for a programme of study. • enrol the resident on a level above that at which they were assessed and be able to provide evidence of this. • deliver ongoing assessment to support learning. • record the evidence of all assessment outcomes in the evidence pack. <p>The flexibility, for starts from 1 August 2024 to July 2025.</p>
DAM code:	Please note: If a learner is eligible for this flexibility you will need to select the fully funded indicator on the ILR and use DAM code 023 for the learning aim to be fully funded. DAM code 040 must be used to enable North East CA to monitor use of this learning aim in the ILR.

¹ Approved Qualifications:

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

3. Fully funded accredited ESOL qualifications for eligible asylum seekers	
Funding Model	Adult Skills – Funding Model 38
Usage:	<p>This flexibility only applies to Providers who are already delivering Formula Funded ESOL provision.</p> <p>Providers delivering ESOL will not receive additional funding and must work within their existing ESOL allocations for AY 2024-25.</p> <p>North East CA will agree ESOL delivery for AY 2024-25.</p> <p>Qualifications must be approved for funding on the Learning Aims database.</p> <p>This flexibility, introduced for new starts from 1st August 2021 will be extended to 31st July 2025.</p>
DAM code:	<p>If a learner is eligible for this flexibility, you will need to select the fully funded indicator on the ILR and use DAM code 023 for the learning aim to be fully funded.</p> <p>DAM code 040 must be used to enable North East CA to monitor use of this flexibility in the ILR.</p>

Glossary	
Term	Description
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 Loans Company.
Annual gross salary	Gross salary is the total income before any deductions are removed from that amount. This total income is usually described as an annual salary, and it is the total amount an employee will receive for work completed before tax of national contributions are deducted.
ASF funding methodology	The funding methodology for individuals aged 19 and over, participating in ASF learning.
Benefit Status Indicator (BSI)	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).
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.
Components of regulated qualification	A subset of a qualification, which could be a unit.
Continuing learners	Learners who commenced learning in a previous funding year and remain in learning as of 1 August 2024.
Devolution of adult education functions	The devolution of adult education functions refers to the transfer of certain Secretary of State functions in the Apprenticeships, Skills, Children and Learning Act 2009 to specified Mayoral Combined Authorities by way of orders made under section 105A of the Local Democracy, Economic Development and Construction Act 2009, and the delegation of those functions to the Mayor of London under section 39A of the Greater London Authority Act 1999, in relation to their areas.
Digital Entitlement	The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are Essential Digital Skills qualifications and digital Functional Skills qualifications.

Glossary	
Term	Description
Earnings adjustment statement (EAS)	The form providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record (ILR).
Earnings Threshold	The earnings threshold is a new eligibility criteria, that enables learners to be fully funded if they earn below than £25,000.
Education health and care (EHC) plan	An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to 'secure' the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to appendix A for more information.
European Union	A list of member states is available on the EU website .
Employment status (formerly employed)	The main types of employment status are: worker employee self-employed and contractor director office holder More information on employment status is available.
English for speakers of other languages (ESOL)	The study of English by speakers of other languages.
North East CA funded ASF	Funding you can claim from North East CA for delivery of ASF eligible provision to individuals set out in the who we fund section.
Evidence pack	A collection of documents and information brought together to form a single point of reference relating to learning that is taking place. This must provide evidence to prove the learner exists, is eligible for funding, the planned learning to be provided, and that learning has been delivered.

Glossary	
Term	Description
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.
Find a learning aim	Find a learning aim provides online services to find the latest information on available qualifications, non-regulated learning, 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: General Certificate of Secondary Education in 5 subjects, each at grade C or above, or grade 4 or above a Technical Certificate at level 2 which meets or has previously met the requirements for 16 to 19 performance tables
Full level 3	The following qualifications are designated full at level 3: General Certificate of Education at the advanced level in 2 subjects General Certificate of Education at the AS level in 4 subjects QAA Access to Higher Education (HE) Diploma at level 3 Technical or applied general qualification at level 3 which meets or has previously met the requirements for 16 to 19 performance tables Core maths qualification at level 3
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 digital that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
Funding agreement	The agreement between the Secretary of State for Education acting through the Education and Skills Funding Agency (North East CA) and providers who receive funding for education and skills training.
Funding model (11 and 38)	Identifies the funding methodology we apply to submission of finalised ILR data. For ASF funding, Funding Model 11 (Tailored Learning) and 38 (Adult Skills) are used, noting model 11 is non-formula funded (i.e ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. More information is available in the 2024 to 2025 ILR Specification .
Funding year	The North East CA's adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.

Glossary	
Term	Description
General Data Protection Regulation	The GDPR is retained in domestic law as the UK GDPR, but the UK has the independence to keep the framework under review. The 'UK GDPR' sits alongside an amended version of the DPA 2018.
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. The 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.
ILR specification	The ILR Specification is the technical documents, guidance and requirements to help providers collect, return and check ILR and other learner data.
Job outcome payments	Payments made for learners who are unemployed at the start of learning who cease learning to take up a job.
Learner residency	We use the term 'resident' or 'residence' in this document for different purposes. Residence in the UK, EU and EEA has specific definitions in education law, and this is set out in the 'residency eligibility' section. Following the devolution of adult education functions, there is a new emphasis on residence in England, in determining and evidencing eligibility for North East CA funded ASF - see 'who we fund' and 'evidence' sections. This means the permanent residency of an individual in England (i.e. not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility for North East CA funded ASF.
Learner support	Funding to enable providers to support learners with a specific financial hardship that might prevent them from being able to start or complete their learning.
Learning aim	Statements that describe the overarching intentions of a course.
Learning aim reference number	The unique eight-character code used to identify a specific learning aim.
Learning delivery monitoring (LDM)	A code used as part of the ILR to indicate participation in 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.

Glossary	
Term	Description
Learning support	Funding to enable providers to put in place a reasonable adjustment, set out in the Equality Act 2010 , for learners with an identified learning difficulty and/or disability to achieve their learning goal.
Legal Entitlements	North East CA funded ASF includes support for 4 legal entitlements to full funding for resident eligible adult learners. These entitlements are set out in the Apprenticeships, Skills and Children Learning Act 2009 and include: English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* - C or grade 4, or higher first full qualification at level 2 for individuals aged 19 to 23, and/or first full qualification at level 3 for individuals aged 19 to 23 essential digital skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1
Leisure Learning	Defined as learning where the primary or sole intent of the learning is for leisure. This applies to curriculum intent and to the learner's purpose for undertaking the learning. For example, a learner may participate on a course within the learning aim "Creative Arts" to improve their confidence, and another to improve their well-being. Similarly, a learner may participate on a course within the learning aim "volunteering, active citizenship" to develop employability skills, another to contribute to community life.
Local flexibility	Regulated qualifications, and/or their components, that we fund, which is not part of the English and maths, or level 2 or level 3 legal entitlement offer. All regulated that is available for funding through the flexible local offer is listed on find a learning aim .
Multiply	Multiply is an adult numeracy programme being delivered across MCAs/the GLA and upper tier/unitary authorities outside of those areas, in 2024 to 2025.
Non-regulated learning	Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include: independent living skills engagement and confidence building employability skills labour market re-entry essential skills (English, maths, digital) and ESOL
Ofqual	The Office of Qualifications and Examinations Regulation , which regulates qualifications, examinations and assessments in England.

Glossary

Term	Description
Ordinarily resident	For funding purposes, a person who normally lives in the United Kingdom, are allowed to live there by law, and return there after temporary trips outside the country.
Performance management requests form (ASF)	This form must be used at the performance management reviews for exceptions to reductions or increases and first-time requests.
Payment & Performance Management Rules (PPMR)	This document sets out the North East CA payment mechanisms and performance management rules.
Personal learning record (PLR)	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.
Policy Entitlements	Alongside to the legal entitlements the North East CA have policy entitlements allowing full funding for residency eligibility learners, over 19 years old, and meet the earnings threshold criteria, these include: level 2 and below local flexibility including ESOL free courses for jobs work placements HGV SWAP Princes Trust tailored learning
Recognising and recording progress and achievement (RARPA)	The Learning and Work Institute have published updated RARPA Guidance . This comprises a clear framework designed to support learners through the learning process, identifying key outcomes. It provides a robust approach to quality assurance and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute .
Recognition of prior learning (RPL)	An assessment method that considers whether a learner demonstrates that they can: meet the outcomes for a qualification or a component of a qualification through knowledge, understanding, or skills they already have and so do not need to undertake a course of learning for that component or qualification

Glossary	
Term	Description
Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical and professional qualifications.
Residential Support	Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.
Sector-based work academy programme (SWAP)	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.
Self-declaration	A process where the learner can confirm something through his or her own signature.
Skills Bootcamp	A skills bootcamp is a bespoke employer-led level 3 to 5 programme, designed to meet skills needs within the economy. Following a procurement process, the skills bootcamp programme began in August 2022.
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.
Study programme	Study programmes are for learners aged 16 to 19 and cover all levels up to level 3. Funding is for each learner, rather than for each qualification and can only have one core aim at a time.
Tailored learning	As part of the new adult skills fund, the term tailored learning brings together what was AEB community learning, formula-funded AEB non-regulated learning (previously delivered through adult skills) and any new employer-facing innovative provision that is not qualification based. The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger and more integrated communities.
Tailored learning funding	Contract for services will not have a tailored learning allocation but will have access to deliver non-reg provision as approved by the Relationship and Contract Manager. Funding model 11 is the North East CA funded ASF tailored funding model that providers must use alongside the funding claim for 2024 to 2025.

Glossary

Term	Description
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 continuing learner's offer.
Young people's funding methodology	The funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an EHC plan). You can access 16 to 19 funding methodology on GOV.UK.