

Public Document Pack

North Yorkshire County Council Children and Young Peoples Service - Executive Members & Corporate Director Meetings

Tuesday, 7 June 2022 / 1.00 pm

A G E N D A

1 **Apologies for Absence**

2 **Declarations of Interest**

Items for Executive Member decision

- 3 Caedmon College, Whitby (Pages 3 - 16) (Pages 3 - 16) Presenting Officers: Chris Reynolds/ Wendy Butterfield
- To seek Member approval to consult publicly on school organisation proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Caedmon College, Whitby.

Items for Corporate Director decision

- 4 Adult Learning & Skills Service Fees 2022/23 (Pages 17 - 64) (Pages 17 - 64) Presenting Officer: Paul Cliff
- To seek the approval of fees levels (and charging policy statement) for learners with an increase in the Community Learning fees for the 2022/23 academic year

Any Other Business

- 5 Date of future formal meetings
- 21 June
 - 28 June
 - 5 July
 - 2 August
 - 6 September
 - 4 October
 - 1 November
 - 6 December

Circulation:

Executive Members

Janet Sanderson
Annabel Wilkinson

Officer attendees

Stuart Carlton
Howard Emmett
M Sadler

Presenting Officers

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NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE
CORPORATE DIRECTOR MEETING WITH EXECUTIVE MEMBERS

7 June 2022

REVIEW OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION

1.0 PURPOSE OF REPORT

- 1.1 To seek Member approval to consult publically on school organisation proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Caedmon College, Whitby.

2.0 BACKGROUND

Targeted Mainstream Provision

- 2.1 In 2020 the Local Authority launched the first phase of Targeted Mainstream Provisions that were approved as part of the Strategic Plan for SEND Provision 2018-2023. The focus for each being either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH). This report seeks approval to consult publically on establishing a new C&I Targeted Mainstream provision at Caedmon College, Whitby.
- 2.2 The implementation of Targeted Mainstream Provisions is one aspect of the wide ranging Strategic Plan for SEND Education Provision 2018-2023. The implementation will have an impact upon the identified gap between mainstream and special school provision and provide families with an additional option. This is one aspect of the approved strategic plan that will, once fully implemented, enable the LA to better meet needs across the continuum of SEND provision and the county.
- 2.3 This development will also have impact upon SEND Transport, for those who qualify, as the LA seeks to provide more local options in line with the Strategic Plans principle of Right Support, Right Place, Right Time
- 2.4 Caedmon College will have the flexibility to refine their model of delivery but in general the new provision will:
- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
 - Specialise in meeting the needs of children and young people with Communication and Interaction needs.
 - Have access to a range of therapies and training opportunities to ensure children are fully supported
 - Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support

- Be funded on a 'place' basis similar to special schools and in line with national guidance.

3.0 FINANCIAL IMPLICATIONS

3.1 Revenue

The financial model for this service has been based on the following assumptions:

- The new service will operate with 8 place provisions with each provision attracting planned place funding of £6,000 plus per pupil funding allocations where pupils are on roll in the unit, or £4,000 where places are empty at the point of the October census. This guarantees resources of circa £10,000 per place – in line with Special school funding arrangements
- Schools will receive “top-up funding” allocations in line with the assessment of need defined in the individual pupils EHCP using the banded funding methodology, introduced in April 2019.
- It is assumed that the “top-up funding” allocations are expenditure that the authority would have incurred regardless of this development because the EHCPs are already in place
- Start-up costs up to a maximum of £10,000 earmarked for each new provision to cover learning resources, IT Revenue costs and a provision for staff learning and development

3.2 Capital

It is anticipated, from the information provided by school, that costs of works needing to adapt existing spaces within the school would be between £20,000 and £40,000. Further work is now being conducted to verify these costs with each school subject to approval from Executive.

- 3.3 The local authority has been allocated £3.9m in High Needs Provision Capital Allocation from the DfE and a proportion of this will be used to the delivery of this aspect of the Strategic Plan. This resource can be used for both academies and maintained schools.

4.0 LEGAL IMPLICATIONS

- 4.1 Adding provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provisions at Caedmon College Whitby constitutes a prescribed alteration to a maintained school.
- 4.2 These proposals would follow the DfE’s statutory guidance for proposers and decision makers.¹

5.0 PROPOSED CONSULTATION PROCESSES AND TIMESCALES

- 6.1 This proposal represents a strand of the SEND Strategic Plan.
- 5.2 Draft consultation documents for the proposal are attached in Appendix 1.
- 5.3 The proposed timescales are set out below:

¹ DfE, *Making significant changes ('prescribed alterations') to maintained schools Statutory guidance for proposers and decision-makers* (Oct 2018).

Consultation opens	16 June 2022
Public meeting	5 th July (Caedmon College)
Consultation closes	29 July 2022
County Council's Executive considers consultation response	23 August 2022
Statutory Proposals published (4 weeks for representations to be made)	1 Sept - 29 Sept 2022
Final decision by County Council's Executive (or the Executive Member for Education and Skills, if there are no objections to the statutory proposals)	18 October 2022
Implementation	1 Jan 2023

6.0 RECOMMENDATIONS

6.1 The Executive Member for Schools is recommended to give approval:

- to consult publicly on school organisation proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Provision at Caedmon College.

Stuart Carlton
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE.

Report prepared by Wendy Butterfield

Appendices

Draft consultation document

Equalities Impact Assessment

Consultation on the of Establishment of Targeted Mainstream Provision for Children and Young People with SEND at Caedmon College

Purpose of this Consultation Document:

This document is to explain the proposal by the Local Authority to Establish Targeted Mainstream Provision for Children and Young People with SEND delivered by Caedmon College.

Following discussions with the Governors and Headteacher, Caedmon College has been selected to deliver a Targeted Mainstream Provision. The Local Authority is now asking for your views on this proposal as part of the statutory process which is required before alterations of these kind are made to maintained schools.

What will the Target Mainstream Provision look like?

Schools have the flexibility to refine their model of delivery but in general the new provision will:

- Provide 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.
- Specialise in meeting the needs of children and young people with Communication and Interaction.
- Have access to a range of therapies and specialist training opportunities to ensure children are fully supported
- Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support
- Be funded on a 'place' basis similar to special schools and in line with national guidance.

Background to the Proposal

North Yorkshire County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We want all children and young people with SEND in North Yorkshire to;

- have the best educational opportunities so that they achieve the best outcomes;
- be able to attend a school or provision locally, where they can make friends and be part of their local community; and
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and the proposal to implement the Targeted Mainstreams Provisions were the approved on 31 March 2020. We are now implementing the actions within it and one of these actions requires us to alter the designation to include an SEN Unit of those schools involved.

This document explains the proposal that we are consulting on with regard to the individual school in question. The full strategic plan document is here www.northyorks.gov.uk/sendplan so that you can see where this aspect of provision fits within the wide range of provisions established or being developed. We recommend that you read this documents before responding to the survey and giving us your views on the individual proposal.

How are we consulting?

We have already carried out a consultation exercise on the SEND Strategic Plan from 18th May 2018 to 28th June 2018 and then subsequently from 6th February 2020 to 15th March 2020 on the specific issue of establishing Targeted Mainstream provisions. This current school organisation proposal is purely about the establishment of a Targeted Provision.

We are asking you to give your views on the school organisation proposals. If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780.

What is the timescale?

The closing date for responses is 29 July 2022. All responses to the consultation received by this date will be considered by our Executive on 23 August 2022. If the County Council's Executive decides to proceed with the proposal, then statutory notices would be published in the local press on 1 September 2022. These notices provide a further four weeks for representations to be made. A final decision would then be made by our Executive on 18 October 2022.

Information about our equalities impact assessment

We have carried out an equalities impact assessment (EIA) which can be found here <https://www.northyorks.gov.uk/sites/default/files/fileroot/Children%20and%20families/SEND%20-%20local%20offer/EMS%20EIA%20reviewed%20Appendix%203.pdf>.

We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

We anticipate that, if the proposal is implemented, it may bring positive impacts to young people and their families, particularly by enabling more young people with SEND to be educated in their own community and achieve better outcomes. We anticipate that with more local provision children and young people with SEND will have more opportunities to attend a local school that is closer to home and will help them achieve better educational and social outcomes.

Caedmon College

We are consulting on proposals to add provision for Special Educational Needs by providing Special Resourced provision in the form of Targeted Mainstream Provision at Caedmon College Whitby.

Observations and/or suggestions:

Please do not disclose any personal data in your response

DRAFT

Interest/Status

e.g. Parent/Governor/Teacher/Community

Name of School

Signed

Date:

Name (Block Capitals)

Address:

.....

.....

Postcode:

To help us assess whether we have provided clear information, please let us know whether you found this consultation easy to understand? YES/NO

Do you have any suggestions for improvement?

.....

Under the provisions of the Freedom of Information Act 2000, responses to the consultation may be published on the County Council's website where it may be accessed by members of the public. Your personal details will not be published.

Please send this response sheet to the following "FREEPOST" address. You do not need to use a postage stamp.

FREEPOST RTKE-RKAY-CUJS

Caedmon College

Strategic Planning

North Yorkshire County Council

County Hall

NORTHALLERTON

DL7 8AE

To be received by no later than 29 July 2022

We are collecting this information for the purpose of gathering views on the proposal. Your personal data will not be published or passed to any other organisation unless a legal obligation compels us to do so. We may contact you to discuss your views further. For more information about how your personal data is handled at North Yorkshire County Council please visit: www.northyorks.gov.uk/privacy-notices

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated May 2015)

Targeted Mainstream Provision – Caedmon College

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS - Inclusion
Lead Officer and contact details	Chris Reynolds, Head of SEND Provision and Resources
Names and roles of other people involved in carrying out the EIA	Wendy Butterfield, Lead SEND Development Officer Chris Reynolds, Head of SEND Provision and Resources
How will you pay due regard? e.g. working group, individual officer	Consultation with stakeholders
When did the due regard process start?	May 2022

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

This EIA considers the implications of the addition of a targeted mainstream provision to Caedmon College, Whitby.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The changes being proposed will create more support for children and young people with EHC Plans in a mainstream school in the Whitby area.

This proposal will allow the creation of an additional 8 supported places in a mainstream school for children and young people with SEND.

Section 3. What will change? What will be different for customers and/or staff?

Children with SEND will have a greater opportunity to remain in mainstream school in the Whitby area, as they will have to enhanced support and a resource area when required.

This will provide more choice for parents/carers as to where their child will receive their education.

The staff working in the new targeted provision will have access to higher levels of training to ensure that they have the required knowledge and skills to support the children attending their schools via the Targeted Mainstream Provision.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Consultation with stakeholders will take place for the targeted mainstream provision at Caedmon College, Whitby.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

The proposals will ensure that more children and young people can have their needs met in the Whitby area.

This will mean that more children will be able to access mainstream school with additional support for their special educational needs.

The proposal provides more choice for parents if they wish their child to remain in mainstream school. In turn this should reduce the pressures on special school placements and mean that they have more capacity and places available for children whose assessed needs identify a specialist placement is required.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school.

Disability		✓		Children and young people with C&I needs will have greater opportunities to remain in mainstream provision whilst receiving the appropriate levels of support to access the mainstream curriculum and wider opportunities within the school.
Sex	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their sex.
Race	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their race.
Gender reassignment	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their gender reassignment.
Sexual orientation	✓			It is anticipated there would be no identifiable impact on SEND pupils due to sexual orientation
Religion or belief	✓			It is anticipated there would be no identifiable impact on SEND pupils due to religion or beliefs.
Pregnancy or maternity	✓			It is anticipated there would be no identifiable impact on SEND pupils due to pregnancy or maternity.
Marriage or civil partnership	✓			It is anticipated there would be no identifiable impact on SEND pupils due to marriage or civil partnership.

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Live in a rural area?		✓		Children and young people with EHCPs will have more opportunity to remain in a more local mainstream school. This will reduce travel time and provide more social opportunities for children.
...have a low income?	✓			It is anticipated there would be no identifiable impact on SEND pupils due to their family receiving a low income.
...are carers (unpaid family or friend)?	✓			It is anticipated there would be no identifiable impact on SEND pupils who are carers.

Section 8. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally.

Section 9. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	✓
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these	

adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.)	
<p>Since the roll out of the targeted mainstream provisions in 2020 there are now seven TMPs open across NY with another 3 due in the Autumn term.</p> <p>These have already shown to have a positive impact on the development of the young people attending.</p> <p>This TMP will provide much needed provision in the Whitby area for secondary age pupils with SEND.</p>	

Section 10. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)
<p>The local authority will be working closely with the school to ensure that the targeted provision is set up effectively and the school will receive high levels of advice and guidance. The targeted provision staff will receive support from the C&I SEND lead within the local authority to ensure that any issues can be shared and resolved and good practice identified.</p> <p>Termly monitoring visits will take place detailing the progress in development of the provision.</p> <p>Parent and children and young people will be asked for feedback on an annual basis as part of the annual review process and an annual report produced by the Head Teacher.</p>

Section 11. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements
Support and guidance to the school	C&I lead	October half term		Inclusion Management Team
SLA sign off	LA	October		Contract management by LA
Termly monitoring visits	C&I lead	Termly from Autumn 2022		Inclusion Management Team
HT annual report	HT	Sept 2023		Inclusion Management Team

Section 12. Summary

The new targeted provision will provide an increased opportunity for children and young people with EHCPs to remain in mainstream school in the Whitby area.

Caedmon College staff and young people will have access to a wider range of specialised training and professionals to meet need including therapists, specialist staff and practitioners.

Section 13. Sign off section

This full EIA was completed by:

Name: Wendy Butterfield

Job title: Lead SEND Development Officer

Directorate: CYPS - Inclusion

Signature: *W Butterfield*

Completion date: 24.5.22

Authorised by relevant Assistant Director (signature):

Date:

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NORTH YORKSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE

CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS

7th June 2022

ADULT LEARNING AND SKILLS SERVICE FEES AND CHARGING POLICY 2022/23

1.0 Purpose of the Report

- 1.1 To seek the approval of fees levels (and charging policy statement) for learners with an increase in the Community Learning fees for the 2022/23 academic year from £4.60 (last updated 2021/22) per hour to proposed £4.80 per hour (2022/23), (see section 7 for further details).

2.0 Introduction

- 2.1 As detailed in the draft Adult Learning and Skills Engagement strategy (York and North Yorkshire) we are shaping the curriculum offer to meet competing challenges and priorities. We need to balance the fees charged to learners who have to pay for their learning with learner engagement and do so in line with the funding guidance. This approach ensures that we generate sufficient funding to support the service.
- 2.2 ESFA funded adult education budget (AEB): funding rules 2022 to 2023 For the 2022 to 2023 funding year (1 August 2022 to 31 July 2023). The Education and Skills Funding Agency (ESFA) in their annual Funding Rules and Guidance document stipulates that the policy is published via the organisations web site. (**Appendix 1**) and the Funding rates and formula 2022 to 2023 (**Appendix 2**).
- 2.3 This report sets out the funding guidelines and how they are applied to the Service and their learners
- 2.4 To address the requirement to set out in the service Fee and Charging Policy all fees and charges should be reviewed on an annual basis (**Appendix 3**)
- 2.5 The service is contractually required to review and publish the Fee and Charging Policy annually on their website
- 2.6 The Adult Learning and Skills Service is a grant funded service with a direct Adult Education Budget (AEB) allocation as detailed in **Appendix 4** and Advanced Learner Loans each year in **Appendix 5**, this will be further supplemented by funding from the Multiply initiative across the next 3 years, but this amount is not yet determined and will not be bound by the AEB funding rules.

- 2.7 The allocation amount is determined and calculated annually and published in the March preceding the start of the new academic year (1st August to 31st July)
- 2.8 The funding comes into the Authority directly from the Education Skills Funding Agency (ESFA); the AEB funding is to support learners ages 19+. The Advanced Learning Loan funding is to support learners aged 24+ and Apprenticeship funds come through levy employers and supports Apprentices aged 16+.

3. Funding and Allocations

- 3.1 The AEB is funded and calculated in two ways:
- **Adult Skills (Accredited Learning)** is calculated through a formula funding methodology and is allocated to fund accredited learning: (£790,932). Further fees charged for accredited courses are dependent on the learner's personal circumstances and costs are prescribed by the awarding bodies
 - **Community Learning (Non accredited learning)** which is non formula funded but has specific targets and should be used with the focus being to support learners who are the most disadvantaged and furthest from the labour market: £1,903,773
- 3.2 Learners who meet the Government's priorities as a 'targeted' learner are fee remitted and undertake their learning at no cost to themselves. A learner who does not fall within the targeted categories is a 'co-funded' learner which means that the Adult Learning and Skills Service receives 50% of the funding available for the chosen qualification and the learner is expected to pay the remaining 50%. The fees are set by the funding rates and there is no scope for local fee decisions.
- 3.3 In line with the Government priorities the AEB funding aims to engage adults and provide the skills and learning they need to progress into, or within, work or equip them for an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.
- 3.4 The service is ensuring that learners who can pay for their learning do so. Our learning offer has become much more focussed on those who are most disadvantaged. Provision has been developed to support people who are furthest from the labour market to engage or re-engage with learning to develop their confidence, work skills or poor mental health with a view to them progressing. We now recognise the impending impact of the Covid redundancies and the new skills that will be required for the recently unemployed.

4. Community Learning

- 4.1 The purpose of Community Learning is fee remitted and is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
1. Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
 2. Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot
 3. Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, including:
 - o improved confidence and willingness to engage in learning through acquisition of skills preparing people for training, employment or self-employment
 - o improved digital, financial literacy and/or communication skills
 - o parents/carers better equipped to support and encourage their children's learning
 - o improved/maintained health and/or social well-being
 4. Develop stronger communities, with more self-sufficient, connected and proactive citizens, leading to:
 - o increased volunteering, civic engagement and social integration
 - o reduced costs on welfare, health and anti-social behaviour
 - o increased online learning and self-organised learning
 - o the lives of our most troubled families being turned around
 5. Commission, deliver and support learning in ways that contribute directly to these objectives, including:
 - o bringing together people from backgrounds, cultures and income groups, including people who can/cannot afford to pay
 - o using effective local partnerships to bring together key providers and relevant local agencies and services
 - o devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
 - o involving volunteers and voluntary and community sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
 - o supporting the wide use of online information and learning resources
 - o minimising overheads, bureaucracy and administration

Community Learning Subsidised Offer

- 4.2 The Service offers a small amount but growing provision through the Community Learning funding to enable learners to join learning activities for their own enjoyment and to learn, socialise with others or improve skills. This is mainly offered through the Arts and Crafts programmes but we do have other offers in the curriculum.

- 4.3 We recognise there is an opportunity to grow and offer a more costed learning opportunity in line with the Funding Rules and Guidance document under the title of Pound Plus and local fee remission policy
- 4.4 This offer is costed at £4.80 per hour (£4.60 21/22) for full fee-paying learner and £2.00 (£1.90 21/22) for fee remitted learner, this will be applied through the same funding entitlement and fee remission rules as Accredited Learning.
- 4.5 The fee for Community Learning courses has been set at £4.80 – an increase from the current rate of £4.60. This increase reflects the advice on inflation for the 2022/23 financial year – and as such ensures that the fee increase is compliant with the Corporate fees and charges policy, which requires increases to be at least in line with inflation
- 4.6 When we work in partnership with organisations and offer learning for free we sometimes have learners who would ordinarily be unfunded due to their postcode area (devolved) in such instances, and only in this instance we propose a change of £7.00 per hour. This will enable them to participate with their peers. All other groups of unfunded learners are excluded.

5. Full Cost Offer

- 5.1 The Service could have a bespoke offer to employers or agencies that request learning activities, this has not previously been widely promoted and we would not wish to compete with the Traded Services arm of the Authority but there could be a market with employers we already have relationships with. To date there has been very little demand however, we could market this in a small-scale pilot as an offer some targeted employers and establish if there is a need.
- 5.2 This would be fully costed and a “profit” making opportunity to the service as this provision would not be subsidised at all by any of the Grant Funding. The costing for this would be applied using the Full Cost calculator spreadsheet (**Appendix 6**)

6. Fee and Charging Policy

Appendix 1 sets out Fees and Charges Policy 2022/23 including:

- a. ESFA funded adult education budget (AEB): funding rules 2022 to 2023 For the 2022 to 2023 funding year (1 August 2022 to 31 July 2023)
- b. the funding guidelines and how they are applied to the Service and their learners
- c. the requirement to set out the service Fee and Charging Policy and to review all fees and charges on an annual basis.

7. Financial Implications

7.1 The context for this review is that in February 2020, the County Council approved a new fees and charges policy which essentially states:

- Unless limited by Statute, fees and charges must be uplifted by the relevant inflation that the fees and charges relate to (finance would calculate the inflation rate specific to the relevant cost base)
- There must be a review of opportunities to introduce new fees and charges
- Fees and charges must be at full cost recovery including corporate and departmental overheads (unless limited by Statute as above)
- If it is not possible to charge/ uplift to a minimum of full cost recovery, then the service should be discontinued
- There must be clear benchmarking of fees and charges against other local authorities/ providers/ competitors that evidences why the recommended fees and charges are proposed

7.2 The Finance team have provided information on the scale of inflation applicable to the service and their estimate is that the composite rate of inflation between 20-21 and 21-22 is 4.2%. It is proposed to increase the fee for Community Learning from £4.60 per hour in 2022 to £4.80 per hour (an increase of 4.2%)

7.3 Some recent benchmarking has been undertaken by the service (see table below) – which was established that some authorities do charge at a higher rate than North Yorkshire.

Organisation	Fee Information
City of York Learning (ESFA Funding)	Courses in Community Learning for the general fee paying public have a different fee structure. Examples are: £13 per session – 2 hours (dressmaking course) £16 per session – 2.5 hours (cooking course) £65 for 10 week course – 15 hours (craft course) £28 per session – 5 hours (felting course) £60 10 week course – 15 hours (art course) For their full cost provision they work on a cost of £85ph and then work back (if the course is 2hrs a week for 10 weeks = £1,700 divide by minimum number of students expected (say it was 12) = £141.70 To find out the hourly rate a learner is therefore paying is to divide the £170 by 20hrs which equals £7.10 an hour.
The WEA (ESFA Funding)	Courses in Community learning all have the same fee structure and it is one cost for all learners. Examples are: £48 for 8 sessions – 16 hours (cooking) £201.60 for 21 sessions – 63 hours (sewing craft course) £43.20 for 6 sessions – 15 hours (craft sewing)
Stockton Council Adult Learning	Courses in Community Learning with no concessions, they are badged as Stockton Learning for pleasure Example is:

	£50 for 1 session – 2.5 hours (art class)
Middlesbrough College (Teesside Combined Authority Funding)	Very little Community Learning offered. Examples are: £80 – 7 weeks (art) £30 – 4 weeks (cooking)
Rossett School in Harrogate (Privately funded)	Large Community Learning offer but not Government funded from £4.50 per hour with no concessions.
North Tyneside Council	Two funding rates - £3.80 per hour and £4.90 per hour
Rutland Council	All courses are charged at £5.25 per hour
Nelson and Colne College Group	Current fee rate for community learning is £6.20 per hour. Where eligible for financial assistance learners are asked to pay a flat rate of £18 regardless of course length.
Buckinghamshire	£6.80 learning for personal development Small group learning £9.50 per hour Workshops (6 hours or less) £9.50 per hour Non funded learners £12 per hour

7.4 However, it should be borne in mind that the overall scale of income is relatively low with fee income for Community Learning at £4,295.00 at 9th April 2022. In the 2021/22 financial year Covid had an impact as learners were not able to join all classes. Therefore, increasing the rate to £4.80 rather than £4.60 per hour (and assuming that there is no expansion in the programme on offer) would only yield a small amount of income.

8. Legal Implications

There are no legal implications related to this report.

9. Conclusion

The Adult Learning and Skills Service is proactively looking to raise its profile as a quality learning provider both internally to NYCC, externally to partner organisations and most importantly to the Local Enterprise Partnership. We are currently well placed to delivery our full funding contract for the 2021/22 academic year and there are some exciting opportunities for developments.

It is proposed that

- the Fee and Charging Policy for the 2022/23 academic year be considered in order for the policy to be implemented in our published offer.
- To accept that these charges are based on the current ESFA Funding Rules and Guidance document which may change annually and are linked to an academic year and not a financial year
- However, the objective is to set review dates at CYPLT for all charges so that all decisions are appropriately approved. As far as possible, we will endeavour to make few changes throughout the year in order to streamline this process.

- To recognise and consider the overall financial position for the service – given the constraints that can apply to the deployment of any surpluses generated in the service area.

10. Recommendations

- 10.1 That the fee for Community Learning be increased **from £4.60** (last updated 2021/22) per hour to **£4.80 per hour** (2022/23).
- 10.2 That the Community Learning learner fee policy statement for 2022/23 be approved for publication.

STUART CARLTON
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE’S SERVICE

Report prepared by Ann Featherstone and Paul Cliff

Appendix 1	ESFA Funding rules and Guidance 22/23
Appendix 2	ESFA Funding rates and formula 22/23
Appendix 3	ALSS Fee and charging Policy 2022/23 (subject to ESFA guidance changes for 22/23)
Appendix 4	AEB Funding Allocation 22/23
Appendix 5	Learning Loans Allocation 22/23
Appendix 6	Full Cost Calculator 22/23



Education & Skills
Funding Agency

ESFA funded adult education budget funding rates and formula 2021 to 2022

Version 1

May 2021

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Introduction and purpose of the document

1. This document sets out the principles and features of our funding system for the 2021 to 2022 funding year (1 August to 31 July) for ESFA funded adult education budget (AEB) delivery and 16 to 18 traineeships. We may make changes to these principles and features during the funding year.
2. This document describes how we calculate 'formula-funded' earnings for ESFA funded AEB, 16 to 18 traineeships (funded under adult contracts) and learning support for these programmes. We define 'formula-funded' activity as that recorded under Funding Model 35 ('adult skills') unless specifically noted.
3. This document does not include or describe:
 - devolved delivery. For more information on devolved delivery, refer to the 'Devolution of the AEB' section.
 - the 'non-formula-funded' activity within ESFA funded AEB which is reconciled through the funding claims process. For more information on funding claims, refer to the [ESFA funded AEB funding rules](#).
 - learners funded through an advanced learner loan. For more information on these, please refer to the [advanced learner loans funding and performance management rules](#).
 - apprenticeships. For more information on apprenticeships, refer to the Apprenticeship funding and performance management rules and the [apprenticeship technical funding guide for starts from April 2019](#).
 - offender learning in custody - the Ministry of Justice is responsible for these learners.
 - details of the [16 to 19 funding model](#) unless specifically stated.
4. To understand how our funding system works, read this document together with:
 - the [ESFA funded AEB funding rules](#)
 - the [individualised learner record specification \(ILR\)](#)
 - the [provider support manual](#)

Understanding our terminology

5. The term 'we' or 'us' refers to the ESFA.
6. When we refer to 'you' or 'providers', this includes colleges, higher education Institutions, training organisations, local authorities and employers that receive funding from us to deliver education and training.

Changes to the funding system from the 2020 to 2021 funding year

7. We have changed the disadvantage uplift factors in 2021 to 2022 as we will be using the index of multiple deprivation 2019, rather than the older 2015 IMD that we used in 2020 to 2021. For more information, please refer to paragraph 20.
8. There can be no new starts in 2021 to 2022 on the [High value courses for school and college leavers: a one-year offer for 18 and 19-year-olds](#) policy. However, we will continue funding these courses that started in the 2020 to 2021 funding year and are continuing into 2021 to 2022.
9. The new AEB procured contracts start from 1 August 2021. You must have completed all delivery on the old AEB procured contracts by 31 July 2021 as we will not fund any delivery in 2021 to 2022 under these contracts. For more information, please refer to paragraph 95.

Devolution of the AEB

10. The government agreed a series of devolution deals between central government and local areas ('devolved authorities') in England. The combined authorities have responsibility to ensure eligible learners aged 19 and over who reside in their area have appropriate education and training. Traineeships remain a national programme and are not devolved.
11. Providers with funding for devolved delivery from a devolved authority area will use the ILR again in the 2021 to 2022 funding year. The source of funding (SOF) codes identify the devolved authority whose contract is funding these devolved learners.
12. We will provide funding reports for devolved delivery using our funding calculation. The detailed occupancy report will include the appropriate funding line type for the devolved authority using the SOF field from the ILR collection. This report may form the basis on which the devolved authority funds you, which could differ in amount or delivery methodology than that we use. Each devolved authority will use their own systems and processes to pay you.
13. Please refer to the [ILR](#) and the [provider support manual](#) for further details on recording devolved delivery.

The data we use to calculate funding

14. You give us information about learners and their learning using the [ILR](#) and the [earnings adjustment statement](#) (EAS). Our funding system uses this information to work out the funding you have earned for delivering this learning.

Our funding system features

15. Our funding system has the following 4 features, which are set out in more detail throughout this document:

- the funding formula, including uplifts to the rates to account for the extra costs that you may experience when delivering learning to some types of learners and in some locations
- the funding rates, for learning aims and work placements
- the earnings method, linked to delivery and achievement
- support funding, where extra help is needed for learners to achieve

Our funding formula

Principle

16. The funding formula is:

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

17. We adjust the funding formula to allow for differences in the relative cost of delivery. These differences relate to factors other than the size, sector or subject of the learning aim. Where appropriate, we adjust funding for 'disadvantage uplift' or 'area cost uplift', or both.

18. The basis for funding is the rate for the learning aim. We refer to rates as 'unweighted' before we apply programme weightings or any increase for disadvantaged learners or area cost. After we apply the programme weighting, we refer to the rate as 'weighted'. After we apply the uplifts, we refer to the 'aim value', as noted in the 'Main Occupancy report'.

19. In some cases, we expect learners and employers to share responsibility for investing in eligible provision. We expect them to part-fund the cost of learning, known as co-funding. For more information on co-funding, refer to the 'provision and individuals we fund' section of the [funding rules](#).

Disadvantage uplift

20. The disadvantage uplift provides extra funding to support the most disadvantaged learners, recognising that they are sometimes more costly to recruit and retain. We apply this consistently across ESFA 'formula-funded' AEB provision.

21. To calculate the disadvantage uplift for new starts from 1 August 2021 we use the [index of multiple deprivation 2019 \(IMD\)](#). This results in a funding increase for learners living in the most deprived areas of the country. We base the uplift on the learner's postcode (based upon the 'postcode prior to enrolment' [ILR](#) field). If required the uplift factor is between 1.084 and 1.336, otherwise we default the factor to 1.

22. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. For the disadvantage factors used for starts before 1 August 2021, refer to the appropriate [funding rates and formula document](#).

23. We have changed the disadvantage uplift factors in 2021 to 2022 compared to 2020 to 2021. For learning aims that started before 1 August 2021, we will continue to calculate the disadvantage uplift using an appropriate earlier version of the IMD.

24. Devolved authorities may wish to set different disadvantage factors to the ESFA for their funded delivery. We will change the funding calculation for the 2021 to 2022 year so that we apply different disadvantage factors based on the postcode prior to enrolment.

25. The disadvantage uplift factors are available at [uplift factors and postcode files](#), this includes the devolved authority factors. For more information about how the devolved authorities set their factors, please contact the relevant devolved authority.

Area cost uplift

26. The area cost uplift reflects the higher cost of delivering training provision in some parts of the country, such as London and the South East. We apply this consistently across ESFA 'formula-funded' AEB provision.

27. If required, the uplift factor is between 1.01 and 1.20, otherwise we default the factor to 1. We base the uplift on the 'delivery location postcode' recorded in the [ILR](#). As the delivery location of distance and e-learning provision is not set, we default the area uplift factor to 1. [Annex 2](#) contains details of areas where we provide an area cost increase. The area cost uplift factors are available at [uplift factors and postcode files](#).

28. The area cost uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. The area cost factors in [Annex 2](#) are the same in 2021 to 2022 compared to 2020 to 2021.

Financial contributions

29. If a learner meets the criteria for full funding (refer to the 'provision and individuals we fund' section of the [ESFA funded AEB funding rules](#) for more information), you can claim the fully funded rate shown in the matrix. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the unweighted rate of the learning aim.

30. We reduce the funding using the unweighted base rate because a learner should not contribute more for the same size of the learning aim just because that learning aim is more costly to deliver. This means that the government will contribute more towards learning aims with higher operational and delivery costs, such as engineering.

Recognition of prior learning

31. If you record data in the 'funding adjustment for prior learning' field on the [ILR](#), we change the funding formula to reflect this. However, it does not change the fixed monthly learning support funding.

32. If the learning aim does not use the restart indicator, we reduce the achievement funding as well as the monthly instalments. This is because we assume the learner has earned some achievement within the prior learning.

33. If the learning aim uses the restart indicator, we reduce the monthly instalments, but the achievement funding stays at 20% of the full funding rate.

Other funding adjustments

34. Where you have agreement with us to adjust funding for other reasons apart from prior learning, you must record it in the 'other funding adjustment' field in the [ILR](#). You must not use this [ILR](#) field if you do not have an agreement in place with us and we will monitor its use.

35. This 'other funding adjustment' factor reduces the funding for that learning, including the achievement funding; however, it does not change learning support funding.

36. If there is also a factor for prior learning recorded, we multiply the 'funding adjustment for prior learning' factor by the 'other funding adjustment' factor and apply it to the appropriate funding.

Our funding rates

Principles

37. The list of regulated qualifications approved for public funding are on [Find a Learning Aim](#) that we update regularly. For information about what is eligible for public funding, refer to [qualifications: eligible for public funding](#).

38. We fund each learning aim, whether it represents a qualification or other learning activity, at the rate that applies when the learner starts that learning aim. This principle is the same for a new start in the funding year 2021 to 2022 and a continuing learner from previous years. This rate will apply for the full duration of the learning aim and does not change between funding years.

39. The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and we set the rates using the following criteria:

- guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF)
- planned activity in hours – for non-regulated activity
- certain qualification types (refer to paragraph 51 for more information)
- programme weightings that recognise the relative costs of delivering training in different sectors and subjects

40. We add an uplift to the rate for:

- continuing learners only on the High value courses for school and college leavers: a one year offer for 18 and 19-year olds, more details are in paragraph 63
- all learners on the level 3 adult offer, more details can be found in paragraph 1

41. We group GLH or planned hours into funding bands to generate a funding rate. The rates are in a single activity matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.

42. All rates shown on [Find a Learning Aim](#) are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. We adjust these rates through the funding formula according to our policy (for example, if the government contributes only part of the full rate).

43. All learners funded through the 16 to 19 funding model that turned 19 in their second or subsequent funding year of a single programme of study continue to be funded through the 16 to 19 funding model. The only exception is traineeships where you do not hold a 16 to 19 contract (see paragraph 57 for details).

44. Our rates do not change depending on how you deliver the learning (for example, by delivering it on-line compared to in the classroom).

45. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2021 to 2022. Qualifications newly approved for funding are set using GLH. For non-regulated activity, we use planned hours to set the rates. For more information on planned hours, refer to the [ESFA funded AEB funding rules](#).

46. We record non-regulated activity using generic learning aims called 'class codes'. For more information, refer to the [Learning Aim Class Codes document](#).

Programme weightings

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

48. We set programme weightings by referring to the sector subject area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. The [Register of Regulated Qualifications](#) and the [Quality Assurance Agency](#) websites record the SSAs. We set the SSA where there are multiple SSAs for components of qualifications, along with a limited number of exceptions available in [Annex 1](#).

49. Agriculture courses that need specialist resources (decided each year with support from Lantra) attract an extra uplift in the ESFA funded AEB when delivered by providers with specialist resources.

The single activity matrix

50. The SAM for the funding year 2021 to 2022 is set out in table 1:

Table 1: The single activity matrix for 2021 to 2022.

funding band – hours	activity type	programme weighting (PW)				
		A – Base (unweighted)	B – low	C – medium	D – high	E or G* (specialist)
up to 2	very small provision (1)	£14	£16	£18	£22	£24
3 to 4	very small provision (2)	£21	£24	£27	£34	£36
5 to 6	very small provision (3)	£35	£39	£46	£56	£60
7 to 12	small provision (1)	£50	£56	£65	£80	£86
13 to 20	small provision (2)	£100	£112	£130	£160	£172
21 to 44	small provision (3)	£150	£168	£195	£240	£258
45 to 68	medium provision (1)	£300	£336	£390	£480	£516
69 to 92	medium provision (2)	£450	£504	£585	£720	£774
93 to 100	medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

*some specialist provision receives an uplift if delivered by certain providers (see paragraph 49)

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

Table 2: The exceptions to the single activity matrix for 2021 to 2022.

qualification type	programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
functional skills in English or functional skills in entry level maths	£724	-	£941	-	-
functional skills in IT	-	£336	-	-	-
access to higher education	£3,022	£3,384	£3,928	£4,835	£5,197

52. If you deliver English and maths GCSEs to adults aged 19 and over, you will receive a higher rate of £811. You cannot fund English and maths for apprentices through the ESFA funded AEB. The full list of fundable English and maths qualifications is available in the [English and maths entitlement list](#) or on the [Find a Learning Aim](#).

53. If you offer English for speakers of other languages (ESOL) qualifications, you may need to deliver additional learning to individual learners that incurs additional costs above the qualification rate. Where additional hours are required, you can record these on the ILR using the 'additional delivery hours' field, as detailed in the [ILR specification](#) and the [provider support manual](#).

54. The key steps for claiming top-up for an ESOL qualification that is planned to be delivered in 60 hours are:

- identify the original funding band of the ESOL qualification. For example, if we fund the qualification at £150, this equates to the '21 to 44' hours funding band in the SAM
- calculate the additional hours. This is the 60 planned hours minus the maximum GLH value of the ESOL qualification's funding band from the SAM. In this example, the maximum GLH from the '21 to 44' hours band is 44, therefore the additional hours you need to record in the ILR are 60 minus 44 = 16
- the funding calculation automatically assigns the additional hours recorded on the ILR to the SAM to allocate a funding band, which then generates a top-up rate. The 16 additional hours equates to the '13 to 20' hours funding band. The '13 to 20' hours funding band generates £100 for the top up (all ESOL aims have programme weighting A)
- the overall rate is then the original rate (£150) plus the top up amount (£100) which is £250

Traineeships

55. We will calculate funding in 2021 to 2022 using the same method as in the 2020 to 2021 funding year.

56. We calculate funding for all 16 to 18 traineeships through the 16 to 19 funding model. If you do not have a 16 to 19 contract for 16 to 18 traineeships, we will pay you using a specific adult contract; in which case, the funding follows our funding principles and we will calculate the earnings monthly.

57. For 16 to 18 traineeships funded through a specific adult contract, if the learner was 18 years old on 31 August 2020 and is continuing a traineeship on 1 August 2021, we will fund the remainder of the traineeship from that specific contract rather than the AEB.

58. There are 3 aspects of 19 to 24 traineeship funding:
- the single work placement and work preparation rate
 - i. for traineeships starting on or before 31 August 2020, this rate is £970
 - ii. for traineeships starting on or after 1 September 2020, this rate is £1,500
 - GCSE English and maths (if required) or other qualifications to support progress towards GCSE English and maths at grades 4 to 9 (A* to C)
 - 'a flexible element' designed to help the learner move into work or remove a barrier to them entering work

59. We will fund English, maths and the flexible elements through the matrix using the same method as ESFA funded AEB provision. This may include job outcome payments in some cases, as described in paragraph 76

60. Work preparation learning aims do not generate funding, as they are included within the single work-placement rate for work placement and work preparation.

61. We identify work preparation learning aims through [Find a Learning Aim](#) with a category of 'work preparation – SFA traineeships'. We base the category upon the SSA 14.2 (preparation for work). For more information, refer to the 'Learning Aims Reference Service Categories' document on [GOV.UK](#).

62. You earn the achievement payment for the work placement and work preparation element when the learner has a successful outcome recorded on the [ILR](#). For example, if the learner progresses to an apprenticeship, job or further learning as defined in the [ESFA funded AEB funding rules](#).

High value courses for school and college leavers: a one-year offer for 18 and 19-year olds

63. For starts from 1 September 2020 to 31 July 2021, we offered additional funding for ['high value courses for school and college leavers: a one-year offer for 18 and 19-year olds'](#) as defined in the [ESFA funded adult education budget funding rules](#).

64. We will fund this learning in line with other AEB delivery, with 4 exceptions:
- learners eligible for this offer can be fully funded; we have changed the validation rules to allow this
 - we will increase the rate by £400 for eligible aims
 - any job outcomes achieved for learning under this offer will be funded to the full amount of the achievement element, rather than half the achievement element
 - to calculate learner-level capping over the 2021 to 2022 funding year, we use the unweighted rates without the £400 increase

65. You should use the Learning Delivery Monitoring (LDM) code 376 (COVID-19 skills offer) in the ILR to indicate your learning aims which are eligible within this offer.

Level 3 adult offer

66. We are offering additional funding for [adults on their first level 3 qualification](#) as defined in the [ESFA funded AEB funding rules](#). We will fund this learning like we fund other AEB delivery, with the following exceptions:

- learners eligible for this offer can be fully funded; we have changed the validation rules to allow this, for learners who are not already eligible for full-funding
- we will increase the weighted rate by £600 for eligible aims in [category code 45](#) ('national skills fund level 3 adult offer rate 1') or by £150 for eligible aims in [category code 46](#) ('national skills fund level 3 adult offer rate 2')
- we will increase the £150 or £600 by the area cost uplift and/or disadvantage uplift if applicable to that learning aim
- to calculate learner-level capping over the 2021 to 2022 funding year, we use the unweighted rates without the £150 or £600 increase

67. Learners aged 23 or younger (based on their age on the day they start the qualification) taking their first level 3 qualification utilising the level 3 adult offer will be funded through your procured or non-procured ESFA AEB funding lines.

68. Learners aged 24+ (based on their age on the day they start the qualification) taking their first level 3 qualification utilising the level 3 adult offer will be funded through your procured or non-procured national skills offer funding lines.

69. You should use the LDM code 378 (level 3 adult offer) in the ILR to indicate your learning aims that are eligible within this offer.

Our earnings method

Principles

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

Qualifying period for funding

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

length of the learning aim	qualifying period
168 days	42 days
14 to 167 days	14 days
fewer than 14 days	1 day

Distribution of funding over time

72. We base your earnings on monthly instalments plus an achievement element. This applies to all learning aims except some traineeship exceptions:

For 16 to 18 traineeships funded through a 16 to 19 contract, refer to the [16 to 19 funding guidance](#) for how funding is generated. For 16 to 18 traineeships funded through a specific adult contract we generate funding using the on-programme funding value generated from the 16 to 19 funding calculation for the current year, subject to a qualifying period. This also applies to those 16 to 18 traineeships funded through a specific adult contract who were 18 years old on 31 August 2020 and continue a traineeship on 1 August 2021. This amount is split equally across each month the learner is in learning in the funding year between the start date and the planned end date (or the actual end date if this is earlier). We do not use census dates, so the learner only needs to be in learning for one day at the start or end of the month to earn funding in that month.

73. We hold back 20% of the weighted rate for each learning aim, which we will only generate when the learner achieves their learning aim. You earn all achievement elements on the learning actual end date recorded on the ILR, except for those in 19 to 24 traineeships, which you earn on the achievement date.

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

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

76. If the learner leaves early, the monthly instalments stop. However, for eligible learners we will pay you a job outcome payment which will be half of the achievement element. For learning aims eligible for the ['high value courses for school and college leavers: a one-year offer for 18 and 19-year olds'](#), this job outcome payment will be the full value of the achievement element. If the learner then goes on to achieve the learning aim, you will earn the outstanding monthly instalments and the rest of the achievement element. For more information on job outcomes, refer to the [ESFA funded AEB funding rules](#).

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

Figure 1: Example of the earnings methodology.

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	9-month learning aim											
Payment instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	Achievement payment	
		OPP										
Payment example		£160	£80	£80	£80	£80	£80	£80	£80	£80	£200	

Annual funding cap

78. An annual funding cap applies to each learner for each funding year across all ESFA funded AEB provision and devolved AEB provision.

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

Recording late data in the ILR

80. If a learner is continuing learning at the final R14 collection at the end of the year, but you record in the subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back.

81. For example, at R14 in the 2020 to 2021 ILR you record a learner as starting on 10 July 2021 and continuing at R14. In the 2021 to 2022 ILR you record them as having left on 16 July 2021. In this scenario, they will have earned a monthly on-programme payment in July 2021 from the 2020 to 2021 ILR that will need paying back. You can pay this funding back through the [EAS](#) recording a negative figure in the 'authorised claims' adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding. However, please let us know the learners that you are repaying funding for.

82. For more information on recording late data in the ILR, please refer to section 3.3.3 'The impact of incomplete information' in the [EAS guidance](#).

Support funding

Learning support

83. You can access this funding through the ESFA funded AEB and 16 to 18 traineeships and you record this against a learner's learning aim in the [ILR](#). This includes learning support for traineeships where we calculate your funding using the 16 to 19 funding model through a specific adult contract; in this instance, you should use the [EAS](#) to claim learning support instead of the [ILR](#).

84. If you are claiming Learning support for a learner who is studying an apprenticeship learning aim and a non-apprenticeship learning aim in the same month, we will attribute the funding to the appropriate apprenticeships budget.

85. If you record learning support against a learning aim in the ILR, you will earn a fixed monthly rate of £150. We expect the total you earn from the monthly rate to be enough to cover your costs. If the cost of providing support to a learner exceeds the total earned from the fixed monthly rate, you can claim this excess through the [EAS](#).

86. If you plan to deliver the learning aim in less than one calendar month, you must claim the value of the learning support as if it were all excess, using the [EAS](#).

87. If learning support is more than £19,000, you can claim exceptional learning support using the [cost form](#); you do not claim this through the [EAS](#). For more information, refer to the [ESFA funded AEB funding rules](#).

Learner support

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

89. Learner Support is not formula funded so you cannot claim it through the ILR. How you claim learner support depends on the contract type the learner requiring support is funded under:

- if the learner support relates to learning delivered under a grant funded contract, you must complete a mid-year funding forecast and a year-end and final funding claim to receive funding for learner support
- if the learner support relates to learning delivered under a procured AEB or traineeship contract, you must claim the support through the EAS.

90. For further information, please see the [funding claims guidance](#).

Prince's Trust Team Programme

91. We will continue to fund the Prince's Trust Team Programme at the same levels in the 2021 to 2022 funding year as in the funding year 2020 to 2021.

92. You will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills'. The qualifications you can use are in table 3. You must also record the learners on the ILR using the LDM code 331.

Table 3: Qualifications for the Prince's Trust Team Programme 2021 to 2022.

qualification title	learning aim reference
Certificate in Employment, Teamwork and Community Skills	60023995
Certificate in Employment, Teamwork and Community Skills (Entry 3)	60027629
Award in Employment, Teamwork and Community Skills	60032121
Award in Employment, Teamwork and Community Skills	60032868
Award in Employment, Teamwork and Community Skills (Entry 3)	60033344
Certificate in Employment, Teamwork and Community Skills	60027307

93. If the matrix rate is lower than the programme rate, you can claim additional funding from the qualification rate up to the value of the programme rate. To claim this additional funding, you must use the 'Prince's Trust' section on the [EAS](#).

94. Table 4 shows the matrix funding rates, the maximum programme rate and the maximum additional funding you can claim where appropriate:

Table 4: The rates for the Prince's Trust Team Programme 2021 to 2022.

	award		certificate	
	fully-funded	co-funded	fully-funded	co-funded
matrix funding rate for aim	£450	£225	£1,265	£633
maximum programme cost for				
...unemployed learners	£2,670	£1,335	£2,670	£1,335
...employed learners	£572	£286	£572	£286
maximum additional funding for				
...unemployed learners	£2,220	£1,110	£1,405	£702
...employed learners	£122	£61	N/A	N/A

Procured ESFA-funded AEB provision

95. From this year you must use the LDM code 379 for all learning aims delivered on the procured ESFA funded AEB contracts that start for delivery in August 2021. You cannot record learning delivery that started prior to August 2021 against this contract. This LDM code distinguishes between the procured and the grant funded ESFA contracts so we can identify which contract will pay for it.

96. The previous procured AEB contract for starts from November 2017 is no longer eligible to receive funding against in the 2021 to 2022 year either for new starts or continuing learners. You must complete all learning associated with this contract by 31 July 2021 as set out in the funding rules 2020 to 2021.

97. To record learning delivered on procured traineeships you must use the LDM code 377 ('19-24 traineeship (2020 procurement)') for all learning aims delivered on associated ESFA funded traineeships so we can identify which contract will pay for it.

98. You should continue to record ongoing learning on traineeships starting since February 2021 using this LDM code.

99. The table below outlines the LDMs you should use to indicate which contract you wish to use to pay for different types of adult delivery and the times in the year these are valid from.

type of learning	learning starting on or before 31 July 2021	learning starting from 1 August 2021
adult traineeship delivered under a AEB non-procured contract	No LDM	
adult traineeship delivered under a procured traineeship contract which started February 2021 or later	LDM 377 (only eligible for starts from 1 February 2021)	
ESFA AEB & traineeships procured learning, starts from November 2017	ineligible in 2021 to 2022	
ESFA AEB non-procured	no LDM	
ESFA AEB Procured learning, starts from August 2021	ineligible for starts	LDM 379
procured learner under the Level 3 adult offer	ineligible for starts	LDM 378 & LDM 379
non-procured learner under the Level 3 adult offer	LDM 378 (only eligible for starts from 1 April 2021)	

Annex 1: Programme weightings by sector subject area

We set programme weightings by the SSA, with some exceptions.

SSA	SSA tier 2 description	likely programme weighting
1	Health, public services and care	
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
2	Science and mathematics	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
3	Agriculture, horticulture and animal care	
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
4	Engineering and manufacturing technologies	
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
5	Construction, planning and the built environment	
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
6	Information and communication technology	
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and over)
7	Retail and commercial enterprise	
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
8	Leisure, travel and tourism	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
9	Arts, media and publishing	
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium

SSA	SSA tier 2 description	likely programme weighting
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
10	History, philosophy and theology	
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
11	Social sciences	
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
12	Languages, literature and culture	
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base
12.3	Linguistics	A – Base
13	Education and training	
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
14	Preparation for life and work	
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
15	Business, administration and law	
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

The exceptions to this table are:

- waste management and recycling in SSA 1.4 is weighted at 'B – Low'
- agriculture needing specialist resources in SSA 3.1, 3.2 or 3.3 is weighted at 'G – specialist', with an extra uplift for certain specialist providers (paragraph 49)
- hair and beauty in SSA 7.3 is weighted at 'C – Medium'
- music technology in SSA 9.1 is weighted at 'D – High'
- music practitioners in SSA 9.1 is weighted at 'E – Specialist'
- entry level Functional skills in maths is weighted at 'C – Medium'
- functional skills in ICT is weighted at 'B – Low'

Annex 2: Area cost uplifts by region

London A 1.20	London B 1.12
Camden	Barking and Dagenham
City of London	Bexley
Greenwich	Havering
Islington	Redbridge
Kensington and Chelsea	Barnet
Lambeth	Enfield
Southwark	Waltham Forest
Westminster	Bromley
Wandsworth	Croydon
Hackney	Kingston upon Thames
Tower Hamlets	Merton
Lewisham	Richmond upon Thames
Newham	Sutton
Haringey	Brent
Hammersmith and Fulham	Ealing
	Harrow
	Hounslow
	Hillingdon

Bedfordshire and Hertfordshire Non-fringe 1.03		
Central Bedfordshire	North Hertfordshire	Stevenage
Bedford	Luton	

Berkshire, Surrey and West Sussex Fringe 1.12		
Bracknell Forest	Runnymede	Reigate and Banstead
Crawley	Slough	Tandridge
Elmbridge	Spelthorne	Waverley
Epsom and Ewell	Surrey Heath	Windsor and Maidenhead
Guildford	Woking	Mole Valley

Berkshire Non-fringe 1.12		
Reading	Wokingham	West Berkshire

Buckinghamshire Non-fringe 1.07		
Aylesbury Vale	Milton Keynes	Wycombe

Hampshire and Isle of Wight 1.02		
Basingstoke and Deane	Hart	Rushmoor
East Hampshire	Havant	Southampton
Eastleigh	Isle of Wight	Test Valley
Fareham	New Forest	Winchester
Gosport	Portsmouth	

Cambridgeshire 1.02		
Cambridge	Huntingdonshire	South Cambridgeshire
East Cambridgeshire	Peterborough	Fenland

Hertfordshire and Buckinghamshire Fringe 1.10		
Broxbourne	South Buckinghamshire	Watford
Chiltern	St Albans	Welwyn Hatfield
Dacorum	Three Rivers	East Hertfordshire
Hertsmere		

Kent and Essex Fringe 1.06		
Basildon	Harlow	Thurrock
Brentwood	Sevenoaks	Dartford
Epping Forest		

Oxfordshire 1.07		
Cherwell	Vale of White Horse	West Oxfordshire
Oxford	South Oxfordshire	

West Sussex Non-fringe 1.01		
Adur	Arun	Worthing
Chichester	Horsham	Mid-Sussex



Education & Skills
Funding Agency

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**North Yorkshire County Council
Adult Learning and Skills Service**

Fees and Charges Policy 2022/23

This information is published and used in conjunction with the Education and Skills Funding Agency (ESFA) document: ESFA funded adult education budget (AEB): funding rules 2022 to 2023 For the 2022 to 2023 funding year (1 August 2022 to 31 July 2023). As published on 13.04.22

A summary of the levels of government contributions towards skills provision, excluding apprenticeships, see table below:

The level of ESFA contribution we will fund is as follows:

ESFA funded AEB supports 4 legal entitlements to full funding for eligible adult learners. These are set out in the Apprenticeships, Skills and Children's Learning Act 2009, and enable eligible learners to be fully funded for the following qualifications:

- English and maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade 4 (C), 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, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

Government contribution table

The level of government contribution for ESFA funded AEB is as follows.

Provision	19-to-23-year-olds	24+ unemployed or low income	24+ other
English and maths, up to and including level 2 (Must be delivered as part of the legal entitlement qualification)	Fully funded*	Fully funded*	Fully funded*
Essential Digital Skill Qualifications up to and including level 1 (Must be delivered as part of the digital legal entitlement list)	Fully funded*	Fully funded*	Fully funded*
Level 2 (excluding English and maths and Digital) (First full level 2 must be delivered as part of the legal entitlement qualification)	Fully funded* (first and full)	Fully funded	Co-funded+
Learning to progress to full level 2	Fully funded^ (up to and including level 1)	Fully funded	Co-funded+



Level 3 legal entitlement (First full level 3 must be delivered as part of the legal entitlement qualification)	Fully funded* (first and full)	Loan-funded	Loan-funded
	Loan-funded** (previously achieved full level 3 or above)		
Level 3 free courses for jobs offer. (Learners without a full level 3 or above can access a qualification on the level 3 adult offer qualification list. Learners who already hold a level 3 or higher and meet the definition of unemployed or who are in receipt of low wage)	Full funded	Full funded	
Level 3 Advanced Learner Loan (previously achieved full level 3 or above)	Loan funded	Loan funded	Loan funded
Traineeship#	Fully funded (including 16-to-24-year-olds###)	N/A	N/A
English for speakers of other languages (ESOL) learning up to and including level 2	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above	Co-funded+	Fully funded	Co-funded+
	Fully funded – unemployed		
Learning aims up to and including level 2, where the learner has not achieved a first full level 2, or above	N/A	Fully funded	Co-funded+
<p>*Must be delivered as one of the English maths and digital skills, and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.</p> <p>^Must be delivered as entry or level one provision from local flexibility.</p> <p>#Excludes flexible element where funding depends on age and level.</p> <p>###16-to-18-year-old learners must be eligible under the ESFA's young people's residency requirements.</p> <p>**Availability of loans at level 3 does not replace the legal entitlement to full funding for learners aged 19 to 23 undertaking their first full level 3.</p> <p>+Low wage flexibility may apply</p>			

Learner eligibility – who is funded

All learners must be aged 19 or over on 31st August 2022 and must meet the **residential eligibility criteria** for funding. Please refer to the [glossary](#) definition of 'learner residency' and the devolution [postcode checker data set](#). This is available from your local area Adult Learning and Skills Service (ALSS) office. The information below relates to qualifications which are approved for funding as defined by the Qualifications Information Guide.

Fee Remission



The Education and Skills Funding Agency (ESFA) will meet the full cost of certain courses for learners in one of the following categories:

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

The ESFA may also fully fund learners who are employed, or self-employed, and would normally be co-funded for provision, up to and including level 2 if they meet the following criteria:

- You are eligible for co-funding
- You earn less than £18,525.00 annual gross salary

Additionally, at the discretion of the Adult Learning and Skills Service, the Education and Skills Funding Agency will meet the full cost of certain courses for those learners who are:

- In receipt of other state benefits (not listed above) and their takehome pay (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner), and
- motivated to be employed, or progress into more sustainable employment, and their take-home pay (disregarding benefits) is less than £345 a month (learner is sole adult in their benefit claim) or £552 a month (learner has a joint benefit claim with their partner), and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs
- Learners aged 19 to 23 and aged 24 and over, who have already achieved at level 2, or above can undertake learning up to and including level 2 qualifications from the local flexibility offer or qualifications for the level 2 legal entitlement available on the [qualifications website](#) or [find a learning aim](#).
- Learners aged 24 and over who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from the local flexibility offer, or qualifications in the level 2 legal entitlement list available on the [qualifications website](#) or [find a learning aim](#).

Digital Skills Entitlement

We support the Government's Digital Skills Framework which provides an entitlement to allow learners of all ages to thrive in the information and technological age. For adults with low digital skills, Essential Digital Skills Qualifications (EDSQ) aimed at both life and work will be funded through a legal entitlement (digital entitlement) which will bring ICT into line with maths and English by applying funding for these entry 3 and level 1 qualifications.

Examination Costs

- Examination, membership and materials costs are in addition to the course fees, unless stipulated in the prospectus.



- Learners who are entitled to free accredited courses and who are fully funded do not pay examination, membership or materials costs.

GCSE English and Maths

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

- 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 and ESFA
- If a learner wants to 'retake' their 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.

Examination Re-sits

Learners who have studied GCSE with ALSS and wish to re-sit their GCSE English or maths examination in November without any further learning will have to pay the appropriate costs, which are the full exam, registration and certification fee plus a £45 administration charge.

For all other qualification types (with the exception of Functional maths and English and Digital Skills) where there is an examination fee any re takes are to be paid for by the learners plus a £20 administration charge.

*Please also refer to Absence information on Page 7

19+ Advanced Learning Loans

From 1 August 2019, anyone who is 19 or over and wishes to study for a qualification at level 3 to level 6, will be able to apply for an Advanced Learning Loan to cover tuition fees.

Applications can take time to process please ensure you are in receipt of the loan prior to the start date of the course.

Student Loans Company are responsible for assessing eligibility and administering the loan. Further information on the application process is available from your local area Adult learning and Skills Service office or go to www.gov.uk/advanced-learning-loans.

National Skills Fund Level 3 offer for 24+ years or older – free courses for jobs offer

As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This offer is also known as the free courses for jobs offer.

The offer includes:

- level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults aged 24+ can now access fully-funded level 3 provision from the list of level 3 free courses for jobs qualifications available via the [DfE list of qualifications approved for funding](#)
- additional level 3 qualifications for 19 to 23-year-olds that are not included in the legal entitlements



Community Learning

If you are **unemployed and actively seeking work and in receipt of one of the benefits** mentioned previously the cost of a course is **£2.00 per hour (plus the costs of any resources if required)**

If you are **not in employment and not in receipt of one of the benefits** mentioned previously and your income is below **£18,525.00 annual gross salary**, the cost of the course is **£2.00 per hour**

If you are **in employment and earning over £18,525.00 or not seeking work** the cost of a course is **£4.80** per hour

The fee for Community Learning courses has been set at £4.80 – an increase from the current rate of £4.60. This increase reflects the advice on inflation for the 22/23 financial year – and as such ensures that the fee increase is compliant with the Corporate fees and charges policy, which requires increases to be at least in line with inflation

These courses are offered to enable you to develop or maintain your skills in a range of subjects. These courses are only partially subsidised by the Education and Skills Funding Agency and therefore incur a cost which is priced individually and available as publicised or on request.

In addition to course fees, The Adult Learning and Skills Service will determine measures to increase the value of funding received for community learning. This is in line with the Pound Plus concept. See ALSS Pound Plus document.

Ways to Wellbeing courses

Some courses are offered to help individuals and community groups develop confidence, skills, improve health and wellbeing, reduce social and/or rural isolation, help to support loneliness or to move into employment, these are free for those identified learners. For example, these may be a patient referred by a GP or health professional to support in making lifestyle changes or someone suffering poor mental health due to being isolated.

Family Learning

Family Learning classes are run in many schools in the UK. They give parents and children the opportunity to find out how things are taught in their children's school as well as a chance to share ideas with other parents and develop their own skills.

Family Learning can benefit the parents and carers who attend the programmes as it is a powerful resource which enables people to take their first steps back into education. It's a valuable progression pathway to higher level skills and jobs.

These courses are offered to parents and carers to support their children's learning and are free.

Payment by instalment

Our payment by instalment method is to help you spread the cost of fees and are available on all courses with tuition fees **greater than £100**.

The first payment is 30% of the tuition fee plus the cost of materials, examination and registration fees. The remaining amount due will be split over a maximum of six consecutive monthly payments, or for courses of a shorter duration at least one week before the expected end date of the course. The exam and registration fees are an additional cost to the course fees – these must be paid at the time of enrolment with the first instalment.



For example, if the course is for 10 months and the tuition fee is £700 and the other associated costs are £40, the instalment fee will be £210 + £40 initial payment, then a monthly payment of £81.66 over six months. If a learner wants to pay it off earlier, that can be adjusted at enrolment.

The first instalment must be paid prior to the course commencing. The six remaining payments must be paid over the next six consecutive months. The final payment must be made before the end of the course.

Learners cannot attend the course until the first payment has been received, including any of the additional costs are paid in full.

If learners leave the course early or do not complete they will still be required to pay the fees in full and must be made aware of this at the time of enrolment.

Signing the enrolment form is the contract to confirm acceptance of the payment plan.

Learners cannot pay for classes on a weekly basis. If the learner joins a class late they will still pay the full course fee.

For some of the courses there will be specialist resources required with the costs being paid directly to the teacher.

Refunds

A full refund of course fees paid will only be made if the Service is unable to provide the course.

Pro Rata refund of fees may be claimed for: (a) temporary cancellation of classes for more than two meetings, where the revised arrangements for future meetings are not satisfactory to the student (b) permanent withdrawal from a course by a learner due solely to a long-term newly diagnosed medical condition which prevents attendance on the course (c) extenuating personal circumstance at the discretion of the Area Manager.

Other refund requests will only be granted in exceptional circumstances.

All requests for refunds should be put in writing to the relevant Curriculum Manager.

Examination entry fees are non-refundable once paid to the awarding organisation unless that organisation offers a refund and the Service has received the refund.

Refunds for original payments made by credit/debit card must be refunded onto the original card. As card details are not stored, the cardholder will be required to present the card or card details again before the refund can be processed.

When a class has to be closed due to bad weather every effort will be made to ensure that an additional class is provided in lieu as follows:

- An extra session may be added on to the end of the course
- An extra half hour may be added onto the remaining weeks of the course, up to the number of hours missed – e.g. for a 2 hour course an extra half hour could be added to the last 4 sessions.

Refunds for other reasons are not generally given, but if a refund is granted **there will be an administration charge of £20.00.**



Absence

The Adult Learning and Skills Service will automatically withdraw a learner from a course because of non-attendance or non-participation of any element of their agreed learning plan after two consecutive weeks/sessions of absence from planned sessions of their course. If a learner knows of a reason why they are going to be absent for more than two weeks, they must send information to their teacher explaining why they are going to be absent, and the timeframe of this absence. The Adult Learning and Skills Service reserves the right to withdraw the learner after a two week absence if we are not satisfied that the learner is going to genuinely return to their programme of learning and to invoice for any outstanding fees.

*Please refer to Learner Attendance and Absence Policy

Learners who fail to attend the exam without notice may be charged for subsequent exams or refused entry onto other courses.

Learner Support Fund

Additional support and access to funds may also be available if you cannot meet the cost of your course. Funding is limited and we cannot guarantee its availability, but if awarded can be put towards your registration fees, professional membership fees and exam fees, travel, books or childcare. To apply you will need to have an interview with a Learner Engagement Officer who will provide you with further information and help you to complete an application form. You may be able to claim assistance to pay the course fees to help you start or stay in learning.

Additional Learning Support

Adult Learning and Skills Service offers a range of additional support for learners to be able to start and stay in learning, these can be assessed following a discussion with your course teacher and / or a Learner development Advisor

Non-eligible learners

The Adult Learning and Skills Service does not ordinarily enrol learners onto **any** course where they do not meet the Education and Skills Funding Agency eligibility criteria, however a request can be made through relevant curriculum manager and if suitable a fee will be applied based on individual circumstances and the course applied for. If approved this will have a fee based on the full cost of the provision with no option for an instalment plan.

Residents of some postcodes which are part of a Devolved Authority area are not eligible for funded programmes in the North Yorkshire County, please seek the advice of the Adult Learning and Skills Service to discuss.

You can check your post code by using the following link:

<https://www.gov.uk/government/publications/adult-education-budget-aeb-postcode-files>



Bespoke training for employers or at the request of external organisations

The Adult Learning and Skills Service can offer bespoke training to meet the needs of Employers or external organisations, these can be discussed on an individual basis and will be costed by applying the formulas in the Full Cost Calculator.

The Adult Learning and Skills Service reserves the right to amend a course fee, alter dates times even if it has been advertised previously. We exercised the right to amend if an error has been made, or if there are changes to funding rules, the type of provision, minimum numbers or costs. (E&OE)

All learners are informed at enrolment and through the prospectus that their learning is by Education Skills Funding Agency co-financing arrangement.



Subcontractor Fees and Charges Policy 2022/23

Sub-Contracting Declaration

The Adult Learning and Skills Service receives a separate funding grant to deliver High Needs Study Programmes (HNSP) to young people who have an Education, Health and Care Plan (EHCP) to support the local offer.

The HNSP is individual to the young person and as such, there may be a number of bespoke requests. This would make it unrealistic for the Service to offer all of the provision in-house. It is likely to be cost ineffective in terms of the cost of acquiring all the necessary equipment and facilities to meet the needs of the individuals.

The High Needs Study Programme is provided in-house by the Adult Learning and Skills Service. However, the Approved Provider List (APL) relates to more specific specialist aspects of the High Needs Delivery (HND) which ALSS cannot meet internally. For example, provision of equine management or farming skills, work experience.

In line with North Yorkshire County Council procurement rules our subcontracting is undertaken through the YOR-Tender and NYCC procurement rules and procedures which ensures a robust due diligence procedure and ensures compliance with the ESFA subcontracting rules and guidelines. The subcontracting arrangements are also published on the Gov.uk website.

Payments are made to each subcontractor in accordance with NYCC financial procedures and the service level agreement and contract.

Currently we subcontract with the following organisations and we passport our funding to them and report to the ESFA on activity, we hold back a £800 per learner as a management fee (pro rata) to cover the supervision of the subcontracting which includes quality assurance processes for example including observation of teaching and learning, delivery of CPD activities and other bespoke support to the organisation to ensure the highest quality of learning delivery is made available, demonstrating value for money and a positive impact on learner lives.

Organisation Name	UKPRN
The Blueberry Academy Limited	10020954
Disability Action Yorkshire	10026987
Veloheads Community Interest Company	10084889
Living Potential Care Farming	10082446
Harrogate Skills4Living Centre	10040919
Supporting Choice Limited	10087225



Pound Plus Policy 2022/23

What is Pound Plus?

Pound Plus is a term used by the Education and Skills Funding Agency to describe and represent additional income generated by providers of adult education over and above the core funding. It is anything else we can do to generate additional income, such as fee income or funding in kind, e.g. free venues. In generating additional income it allows us to maximise the value of public investment and is used to increase the offer we can provide to our communities and residents in North Yorkshire. Any Pound Plus fee income is used for the people who most at need, and can least afford, community learning provision.

What we do

In order to receive this money, we must ensure that public funding is focused on people who need it most, those least likely to participate in learning. We therefore collect fees from people who can afford to pay, unless otherwise prescribed by the ESFA, and use these to extend provision to those who cannot.

North Yorkshire County Council (NYCC) Adult Learning and Skills Service (ALSS) adds value to the Adult Education Budget by working closely with partners. In doing so this reduces costs by sharing resources and attracting in kind funding to widen the offer available to disadvantaged learners who otherwise may not be able to afford course fees. We have a differentiated fees policy in place, which includes a mix of fee-paying public courses and free targeted provision.

The main contributors of Pound Plus in NYCC ALSS include:

- Appropriate fee income (those who can afford to pay and reinvests this by providing access to courses free of charge to those who cannot)
- Provide a fee structure which is competitively priced, ranging from workshops and other community learning courses with concessionary fees available
- To work collaboratively with other providers in the County
- Curriculum efficiency – avoiding duplicate provision
- Curriculum planning – to ensure the course offer meets both the government priorities and the needs of the local communities
- Curriculum offer that is open to all adults in North Yorkshire
- The offer of progression opportunities leading to increased participation through to other funding streams including accredited courses
- Access to venues at no or reduced costs
- The use of volunteers to support learning
- The use of shared resources
- Partnership working and offering a bespoke curriculum to their client groups
- Access to other funding sources or equipment

Partnerships

Our community learning outreach provision mainly developed with and delivered to community organisations consists of bespoke and specific programmes designed to meet the particular needs of targeted groups of learners, usually the clients of organisation. The programme of learning activities are proposed in partnership with local community and voluntary organisations and schools. There is an expectation that ALSS funding is a contribution to overall costs of delivery and that partners will add value by contributing in kind (such as offering free venue or expertise) or through cost savings (such as recruiting and supporting learners). There is an expectation that



the provision will in turn reduce costs to other services for example, interventions to improve health and wellbeing to keep people mentally healthy and fit will reduce visits to GPs, through reducing rural and social isolation (which is a major cost to services). The ongoing partnerships with DWP Job Centre Plus aim to reduce costs to local government through a structure that helps unemployed people get back into work.

Monitoring

ALSS undertake regular reviews of provision and take feedback from partners and communities to widen participation. We monitor through our quality processes and self-assessment process.





ESFA funded adult education budget for 2022 to 2023

31 March 2022 version 1

Total 2022 to 2023 allocation

£2,754,152

ESFA funded adult education budget grant

August 2022 to March 2023	£1,725,476
April 2023 to July 2023	£1,028,676

How your ESFA funded adult education budget grant is broken down

Adult skills allocation	£790,932
Community learning allocation	£1,903,773
19 to 24 traineeships allocation including learner support	£13,087
National Skills Fund: level 3 free courses for jobs	£46,360
<hr/>	
Total ESFA funded adult education budget grant	£2,754,152

Total 2022 to 2023 allocation **£2,754,152**

Could my allocation change?

We can reduce or remove your allocation if there's evidence that public funds are at risk.



Education & Skills Funding Agency

North Yorkshire County Council

UKPRN: 10004727

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.



Advanced learner loans for 2022 to 2023

31 March 2022 version 1

Total 2022 to 2023 allocation

£111,973

Advanced learner loan facility

August 2022 to March 2023 £70,417

April 2023 to July 2023 £41,056

Total advanced learner loan facility £111,473

Advanced learner loan bursary

August 2022 to March 2023 £375

April 2023 to July 2023 £125

Total advanced learner loan bursary £500

Total 2022 to 2023 allocation £111,973

Could my allocation change?

We can reduce or remove your allocation if there's evidence that public funds are at risk.

Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education, acting through the Education and Skills Funding Agency.

Full Cost Calculation

You only need to add information in the white columns all shaded columns have calculations (do not change any calculations in the shaded columns)

Column A	Company/organisation name
Column B	Title of programme
Column C	Course type - Accredited or Non Accredited
Column D	Grade J hourly rate (top of scale April 2020)
Column E	* 45 minutes for every hour of teaching Accredited and *30 minutes for non accredited learning
Column F	Total hourly rate
Column G	Pension contribution added
Column H	NI contribution added
Column I	Total of the salary rate per hour of teaching
Column J	Enter how many hours for delivery
Column K	This column will give the total salary costs for the length (GLH) of the course
Column L	Room rate to be applied to the costs if charged (if for example it is a NYCC classroom, add £20 per hour) If it is on employer premises then zero costs
Column M	This column will give the total room rate for the course/session
Column N	Add total number of learners using ICT
Column O	For the use of NYCC ICT resources there is a charge of £5 per head per hour
Column P	Total ICT charges if applied (£5 per head x number of learners x GLH)
Column Q	Add learner numbers
Column R	Add miles travel for teacher if claiming travel (42p per mile)
Column S	Add time for travel for teacher if claiming travel (£22.64 X travel time)
Column T	At least £10 per head minimum charge for resources but if there are books etc add the specific charge for those items.
Column U	Total costs of all charges before 20% Mgmt charge
Column V	Add a 20% management and admin fee to total costs
Column W	Total charges to organisation/employer for courses for a non accredited course
Column X	Blank column
Column Y	Add the accreditation, registration and certification costs
Column Z	Add 20% further costs for all accreditation on costs eg standardisation and admin
Column AA	Postage for certificates (3.50 per learner)
Column AB	This column will give the total accreditation costs
Column AC	Total charges to organisation/employer for courses with accreditation

Notes
These learners will not be reported to the ESFA or in scope of Ofsted
There can be no costs to the service the fee must cover charges
No minimum/maximum learner numbers but salary costs remain the same

Organisation Title	Course Title	Course type (accredited or non accredited)	Hourly teaching rate Top of Grade I (Was Band 10)	*.75 or *.5	Total	Pension @22.6%	NI @ 13.8%	Total Hourly Salary Rate	Enter GLH	Total Salary	Enter Room Hire Charge Per Hour	Total Room Hire	Number of ICT users (learner numbers)	Equipment charge £5 per hour per head if using NYCC ICT	Total Equipment	Enter Number of learners	Teacher Travel Costs (miles travel X 42p per mile)	Teacher £24.40 per hour for travel time (base salary rate without .75 uplift but with on costs)	Resources (books, handouts, etc.) £10 per head Unless known amounts	Total cost before 20% Mgmt fee	Management Fee 20% contribution	Total charge to organisation without accreditation	Accreditation fee per learner	Accreditation on costs 20%	Postage and Admin £3.50 per learner	Total Accreditation Fee	Total Cost to organisation with Accreditation
B Smith Builders	ICT	Non Accredited	£15.78	£7.89	£23.67	£5.35	£3.27	£32.29	20	£645.72	£20.00	£400.00	10	£5.00	£1,000.00	10	£1.26	£73.20	£100.00	£2,220.18	£444.04	£2,664.21	£0.00	£0.00	£0.00	£0.00	£2,664.21
B Jones Engineering	Accounting	Accredited	£15.78	£11.84	£27.62	£6.24	£3.81	£37.67	10	£376.67	£0.00	£0.00	6	£5.00	£300.00	6	£0.00	£0.00	£60.00	£736.67	£147.33	£884.00	£400.00	£80.00	£21.00	£480.00	£1,364.00
			£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
			£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
			£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
			£17.06	£12.80	£29.86	£6.75	£4.12	£40.72		£0.00		£0.00		£5.00	£0.00				£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00

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