

Adult Skills Fund
Funding & Performance Management Rules
2025 – 2026

DRAFT

Contents

Introduction to the Adult Skills Fund	5
Purpose of the document.....	5
Understanding the terminology	5
Contacting us.....	6
SECTION 1 - GENERAL FUNDING REQUIREMENTS	7
Principles of funding	7
Who we fund	7
Residency eligibility	8
Learners who live in Wales, Scotland or Northern Ireland	8
Temporary residence in the UK for educational purposes.....	8
Temporary absences from the UK.....	8
Learners who have applied for an extension or variation of their immigration permission	9
Learners with limited length visas.....	9
UK nationals and other persons with right of abode.....	9
UK nationals in the EEA and Switzerland	10
EEA and Switzerland nationals in the UK	11
EEA and Switzerland frontier workers	11
Family members of EEA or Swiss nationals.....	12
Irish citizens in UK or Republic of Ireland	12
Irish citizens in EEA and Switzerland	12
Other non-UK nationals	13
Family members of an eligible person of Northern Ireland	13
Long residence.....	13
Individuals with certain types of immigration status and their family members	14
Refugee status	14
Humanitarian protection status	14
Discretionary leave to enter or remain	15
Extant leave to remain as a stateless person.....	15
Leave outside the immigration rules	16
Ukraine schemes	16
Afghan schemes.....	16
Additional leave to remain	17
British Indian Ocean Territory	17
Children of Turkish workers.....	17
Asylum seekers.....	17
No recourse to public funds conditions	18
Individuals who are not eligible for funding.....	18
Learners in the armed forces.....	18

Fees and charging	18
Qualifying days for funding.....	19
Recognition of prior learning (RPL)	19
Breaks in learning.....	19
What we will not fund.....	20
Evidence	20
 SECTION 2 – YORK AND NORTH YORKSHIRE COMBINED AUTHORITY FUNDED ASF	 21
Legal Entitlements	21
Learning for Level 2 and below (including the full level 2 entitlement)	22
Learning at Level 3 legal entitlement and the level 3 free courses for jobs.....	22
Level 3 free courses for jobs offer	23
English, Maths and digital for those aged 19 or older	24
English and Maths	24
Digital Skills	25
General funding principles for English, Maths and digital entitlement.....	25
Funding contribution charts.....	26
Unemployed.....	29
Earnings threshold.....	29
Heavy goods vehicle (HGV) driver training	30
Work placement for 19 to 24 year olds.....	31
Sector-based work academy programme (SWAP).....	32
King's Trust Team Programme	32
English for speakers of other languages (ESOL)	33
Learners with learning difficulties and/or disabilities	33
Learners with an education, health and care (EHC) plan	33
Tailored learning	34
Funding for developing innovative provision.....	36
Support funding.....	37
Learning support	38

Exceptional learning support claims above £19,000	39
Learner support	39
Hardship	40
20+ Childcare	41
19-year-olds Care to Learn	41
Residential access funding	41
ICT devices and connectivity	42
Job outcome payments	43
 APPENDIX A: ELIGIBILITY FOR FUNDING	44
 APPENDIX B: QUALIFICATIONS	46
Full Level 2 Qualification	46
Full level 3 Qualification	46
Approved qualifications	46
 APPENDIX C: EVIDENCE.....	48
Evidence Pack.....	48
Confirmation and signatures.....	49
Starting, participating and achieving	49
Leaving learning.....	50
Individualised learner record (ILR)	50
Self-declarations by learners	50
 GLOSSARY	51
 FOOTNOTES.....	59

Introduction to the Adult Skills Fund

1. The purpose of the Adult Skills Fund (ASF) is to support adult learners to gain skills which will lead them to meaningful, sustained, and relevant employment, or enable them to progress to further learning which will deliver that outcome.
2. Within ASF, further provision for tailored learning is available that supports wider outcomes such as to improve health and wellbeing, equip parents/carers to support their child's learning, and develop stronger communities.
3. This document is the first version of the York and North Yorkshire Combined Authority's ASF funding rules 2025 to 2026. We recommend that providers review the whole document.

Purpose of the document

4. This document applies to all providers who receive ASF from the Secretary of State for Education acting through York and North Yorkshire Combined Authority for the 2025 to 2026 funding year (1 August 2025 to 31 July 2026).
5. The funding rules set out the conditions of funding in accordance with section 101 of the Apprenticeships Skills Children and Learning Act 2009 and section 16 of the Education Act 2002. These rules do not apply to:
 - apprenticeships
 - advanced learner loans
 - skills bootcamps
6. This document forms part of the terms and conditions of funding and you must read them in conjunction with your funding agreement. You must operate within the terms and conditions of the funding agreement, these rules, rates and formula and the Individualised Learner Record (ILR) specification. If you do not, you are in breach of your funding agreement with us.
7. Definitions and the glossary are included to assist in understanding the terminology and explain technical terms. We may make changes to these rules at any time.

Understanding the terminology

8. The term 'we' and 'us' refers to the York and North Yorkshire Combined Authority.
9. When we refer to 'you' or 'providers', this includes colleges, higher education institutions, training organisations, local authorities and employers who receive York and North Yorkshire Combined Authority funded ASF from us to deliver education and training to learners set out in the who we fund section.

10. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type. We use the term 'funding agreement' to include:
 - Grant Agreement
 - Contract for Services
11. We use the terms 'individual' and 'learner' to cover those whose provision is funded by us.
12. When we refer to 'York and North Yorkshire Combined Authority funded ASF' this is funding you can claim from us for delivery of ASF provision to learners set out in the who we fund section.
13. We use the term 'provision' or 'learning' or 'learning aims' to refer to York and North Yorkshire Combined Authority funded ASF, whether it is a regulated qualification, or other learning that is not regulated.
14. If we refer to 'qualifications', they will be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
15. If we refer to 'learning aims', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.
16. If we refer to 'programmes', we mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or non-regulated learning with clearly stated aims supporting agreed outcomes.
17. We may refer to this document as 'funding rules' or 'the rules'.

Contacting us

18. If you have any questions after reading our funding rules, or if there's anything else you need help with, you can contact adultskillsfund@yorknorthyorks-ca.gov.uk

Section 1 – General funding requirements

Principles of funding

1. These rules apply in relation to all learners starting new ASF learning aims on or after 1 August 2025 and continuing learners as referenced in the who we fund section.
2. You must not transfer, cross or double fund between different funding agreements and the following budgets:
 - ASF from national ESFA funds
 - ASF from other devolved budgets
 - 19 to 24 continuing traineeship programmes
 - level 3 free courses for jobs (FCFJ)
 - apprenticeships
 - advanced learner loans bursary fund
 - advanced learner loan facility
 - skills bootcamps
 - multiply
3. We will review and monitor whether ASF provision you provide represents good value for money. If we consider that funding is significantly more than the cost of providing education and training, we may reduce your funding after consulting with you.
4. Failure to comply with funding rules could lead to action or intervention.

Who we fund

5. On the first day of learning a learner must be aged 19 or older on 31 August within the 2025 to 2026 funding year.
6. The age of the learner on 31 August in the funding year determines whether the learner is funded through the [York and North Yorkshire Combined Authority Funding Rates and Formula](#) funding methodology (for individuals aged 19 and over), or the [16 to 19-year-olds funding methodology](#) (for individuals aged 16 to 19 and those aged 19 to 24 with an education health and care plan).
7. All individuals aged 19 or over on 31 August who are continuing a programme they began aged 16 to 18 ('19+ continuers') will be funded through the [16 to 19-year-olds funding methodology](#).
8. Learners will be eligible for ASF for the whole of the learning aim or programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner for any further learning they start.

9. If an individual starts a learning aim or programme and is not eligible for funding, we will not fund their learning while they remain ineligible.
10. You must not fund a learner who is unable to complete a learning aim or programme of study in the time they have available.

Residency eligibility

11. You must check the eligibility of a learner, including where in England they are resident, at the start of each learning aim and only claim funding for ASF for eligible learners who live in a residence with a York or North Yorkshire postcode. See the [postcode checker data set](#).
12. Individuals will be eligible for ASF if they meet the criteria in the who we fund section, the learning is taking place in England, and they fulfil the residency requirements set out in one or more of the categories below.
13. Unless otherwise stated, individuals must be ordinarily resident in the UK on the first day of learning to meet the residency requirements.

Learners who live in Wales, Scotland or Northern Ireland

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

Temporary residence in the UK for educational purposes

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

Temporary absences from the UK

17. Learners who are temporarily outside of the UK for reasons such as education, employment or a gap year, but remain settled in the UK, can count this time outside the UK towards their 3 years ordinary residence.
18. Where learners move outside the UK during their course, you must cease funding them. This applies also to distance learning – you should only fund distance learners who meet the residency criteria, and you should expect that they remain in the UK for the duration of their course even if no attendance at a physical location is required. If a learner is temporarily absent from the UK, for example for

a family event, for a short period, for example a week or less, then they may continue their distance learning course while overseas. If they will be absent for a longer period then you should not fund them to continue their learning while overseas.

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

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

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

Learners with limited length visas

22. Providers must not fund learners who would not have enough time on their visa to complete their course and who do not intend to, or would not be eligible to, renew their visa. Where a course continues past a learner's visa expiry date, providers may at their discretion fund that learner only where they have a high degree of certainty that a learner intends to (and will be eligible to) renew their visa.
23. Learners will have an eligible residency status if they meet the conditions laid out in one of the following sections:

UK nationals and other persons with right of abode

24. UK nationals or other person with a right of abode¹ have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, or the British Overseas Territories, or the Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning.
25. All family members of UK nationals must meet the required residency eligibility criteria in their own right, unless they meet the criteria in the section entitled 'UK

nationals in the European Economic Area (EEA) and Switzerland', or the criteria in the section entitled 'family members of an eligible person of Northern Ireland'.

26. The British Overseas Territories are listed in Appendix A.

UK nationals in the EEA and Switzerland

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

- resided in the EEA or Switzerland, EU overseas territories or Gibraltar by 31 December 2020 (or resided in the UK, having moved to the UK from the EEA, Switzerland, EU overseas territories or Gibraltar after 31 December 2017), and
- resided in the EEA, Switzerland, EU overseas territories, Gibraltar or the UK for at least the previous 3 years on the first day of learning, and
- remained ordinarily resident in the UK, Gibraltar, the EEA, Switzerland or EU overseas territories between 31 December 2020 and the start of the course and
- the course starts before January 2028²

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

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

29. A 'family member' for these purposes is either:

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

30. The EEA includes all the countries and territories listed in Appendix A.

EEA and Switzerland nationals in the UK

31. EEA and Switzerland nationals have an eligible residency status if they have obtained either pre-settled or settled status under EU Settlement Scheme (EUSS) and have lived continuously in the EEA, Switzerland, Gibraltar, or the UK for at least the previous 3 years on the first day of learning.
32. The EEA includes all the countries and territories listed in Appendix A.
33. Although the deadline for most people to apply to EUSS was 30 June 2021, there may be individuals who have reasonable grounds for making a late application to EUSS and there may also be some individuals who have made an EUSS application on time but are still waiting on a final decision on their status from the Home Office, including those that have lodged an appeal. Once a valid application has been made to EUSS (evidenced by receipt of a certificate of application), the applicant will have temporary protection, pending the outcome of that application.

EEA and Switzerland frontier workers

34. An EEA or Switzerland frontier worker is someone who is employed or self-employed in the UK who resides in the EEA or Switzerland and returns to that residence in the EEA or Switzerland at least once a week.
35. Frontier workers, and their family members, have an eligible residency status if they have been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning.
36. A 'family member' of an EEA frontier worker for these purposes is either:
 - the husband, wife, civil partner of the EEA frontier worker ('principal') or
 - the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either
 - under 21, or
 - dependant on the principal and/or the principal's spouse/civil partner, or
 - the dependent parent or grandparent of the principal and/or the principal's spouse/civil partner
37. A 'family member' of a Swiss frontier worker for these purposes is either:
 - the husband, wife, civil partner of the Swiss frontier worker ('principal') or
 - the child or spouse/civil partner's child of the principal
38. Unlike other categories, a frontier worker or their eligible family member does not have to be resident in the UK on the first day of learning in order to have an eligible residency status.

Family members of EEA or Swiss nationals

39. A family member of an EEA national is eligible for funding if:
- where required to do so, they have obtained pre-settled or settled status under EUSS and
 - the EEA national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning
40. Family members of an EEA or Swiss national can apply to EUSS after 30 June 2021 if they are joining them in the UK on or after 1 April 2021. They have 3 months to apply to EUSS from the date they arrive in the UK. They will have temporary protection and therefore be eligible for funding during those 3 months and pending the outcome of any EUSS application made during that period (and of any appeal). More information on [applying to join a family member in the UK](#) can be found on GOV.UK.
41. A 'family member' for these purposes is either:
- the husband, wife, civil partner of the EEA national (principal) or
 - the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the EEA principal who is either:
 - under 21, or
 - dependant on the principal and/or his/her spouse/civil partner, or
 - the dependant parent or grandparent of the principal or of the principal's spouse/civil partner

Irish citizens in UK or Republic of Ireland

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

Irish citizens in EEA and Switzerland

43. Irish citizens have an eligible residency status if they:
- resided in the EEA or Switzerland by 31 December 2020 (or resident in the UK, having moved to the UK from EEA or Switzerland after 31 December 2017), and
 - resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
 - remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and the start of the course and
 - are on a course which starts before January 2028

44. The EEA includes all the countries and territories listed in Appendix A.

Other non-UK nationals

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

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

Family members of an eligible person of Northern Ireland

46. Family members of an eligible person of Northern Ireland³ have an eligible residency status if:

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

47. A 'family member' for these purposes is either:

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

Long residence

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

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

Individuals with certain types of immigration status and their family members

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

Refugee status

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

Humanitarian protection status

54. Individuals with humanitarian protection status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.
55. The spouse or civil partner of a person granted humanitarian protection is eligible if all of the following apply:
- they were the spouse or civil partner of the person on the asylum application date, and
 - have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
56. The child of a person with humanitarian protection status to enter or remain, or of the person's spouse or civil partner, is eligible if:
- they were the person with humanitarian protection status's child or the child of the person's spouse or civil partner on the asylum application date, and

- were under 18 on the asylum application date, and
- have been ordinarily resident in the UK since they were given leave to enter or remain

Discretionary leave to enter or remain

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

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

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

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

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

Extant leave to remain as a stateless person

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

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

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

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

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

- they were the person with stateless leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the leave application date, and

- they have been ordinarily resident in the UK since they were given leave to enter or remain

Leave outside the immigration rules

64. Individuals with leave outside the immigration rules, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.
65. The spouse or civil partner of a person granted leave outside the rules is eligible if all of the following apply:
- they were the spouse or civil partner of the person on the asylum or leave application date, and
 - they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK
66. The child of a person with leave outside the rules, or of the person's spouse or civil partner, is eligible if:
- they were the person with leave outside the rules' child or the child of the person's spouse or civil partner on the asylum or leave application date, and
 - they were under 18 on the asylum or leave application date, and
 - they have been ordinarily resident in the UK since they were given leave to enter or remain

Ukraine schemes

67. Persons granted leave under one of the Ukraine schemes:
- individuals with leave to enter or remain in the UK under the Ukraine Family Scheme
 - individuals with leave to enter or remain in the UK under the Ukraine Sponsorship Scheme (Homes for Ukraine)
 - individuals with leave to enter or remain in the UK under the Ukraine Extension Scheme
 - individuals with leave to remain in the UK under the Ukraine Permission Extension Scheme

Afghan schemes

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

Additional leave to remain

69. Individuals with indefinite leave to remain or enter granted:

- as a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain⁴
- as a bereaved partner, where they have been ordinarily resident in the UK since they were given leave to remain or enter⁵
- under Section 67 of the Immigration Act 2016 leave⁶
- under Calais leave to remain⁷

British Indian Ocean Territory

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

Children of Turkish workers

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

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

Asylum seekers

72. Asylum seekers are eligible to receive funding if they:

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

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

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

No recourse to public funds conditions

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

Individuals who are not eligible for funding

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

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

Learners in the armed forces

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

Fees and charging

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

79. If a fully funded learner needs a disclosure and barring service (DBS) check to participate in learning, you cannot charge them for this. If the learning is associated with the learner's employment, their employer is responsible for carrying out and paying for this check.

Qualifying days for funding

80. A learner must be in learning for a minimum number of days between their learning start date and learning planned end date before you can earn funding, including learning support.
81. This does not apply where the learner achieves the learning aim.

Recognition of prior learning (RPL)

82. A learner could have prior learning or attainment that has been previously accredited by an awarding organisation or could be formally recognised and count towards achievement of a qualification. If this is the case, you must:
- reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need
 - follow the policies and procedures set by the awarding organisation regarding recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
 - ensure you have a robust internal RPL policy and appropriate resources to deliver RPL
83. We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.
84. You must not use prior learning to reduce funding for:
- English and Maths qualifications up to and including level 2 or
 - essential digital skills qualifications up to and including level 1
85. If a learner enrolls on an advanced subsidiary (AS) level qualification followed by an A level, you must reduce the funding claimed for the A level to take account of the prior study of the AS level and record this in the 'funding adjustment for prior learning' field in the ILR. More information is available in our [ILR guidance](#).

Breaks in learning

86. You and the learner can agree to suspend learning while the learner takes a break from learning. This allows the learner to continue later with the same eligibility that applied when they first started their learning.
87. We will not fund a learner during a break in learning.

88. You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the [ILR provider support manual](#).
89. You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.
90. You must not use a break in learning for short-term absences, such as holidays or short-term illness.

What we will not fund

91. We will not fund:
- qualifications, units or learning aims that are not listed on [find a learning aim](#) or on the [DfE list of qualifications approved for funding](#)
 - provision to learners in custody – the [Ministry of Justice](#) funds prison education in England. Please note you can use your York and North Yorkshire Combined Authority funded ASF to fund individuals released on temporary licence
 - end-point assessment outside of apprenticeship standards, which is subject to Ofqual external quality assurance and regulated as a qualification
 - any part of any learner's learning aim or programme that duplicates provision they have received from any other source
 - training through your York and North Yorkshire Combined Authority funded ASF, where a learner is undertaking an apprenticeship and where that training will:
 - replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and Maths
 - offer career-related training that conflicts with the apprenticeship aims
 - be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to
 - repeat the same regulated qualification where the learner has previously achieved it, unless it is for any GCSE where the learner has not achieved grade 4 (C) or higher
 - a learner to sit or resit a learning aim assessment or examination where no extra learning takes place

Evidence

92. You must hold evidence to assure us that you are using York and North Yorkshire Combined Authority funded ASF appropriately. Most evidence will occur from your normal business process.

93. You must make sure enrolments for York and North Yorkshire Combined Authority funded ASF support your decision to claim funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the Residency eligibility section.
94. In line with [General Data Protection Regulations](#) (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take photocopies to prove eligibility.
95. Appendix C contains the details on the evidence required.

Section 2 – York and North Yorkshire Combined Authority funded ASF

Legal Entitlements

1. York and North Yorkshire Combined Authority funded ASF includes support for 4 legal entitlements to full funding for eligible adult learners.
2. The legal entitlements for level 2 and level 3 follow the definition of fullness in the full level 2 and full level 3 sections respectively. A learner can only be fully funded for one vocational qualification from the entitlement qualifications list when exercising their legal entitlement. Appropriate information, advice and guidance should be given to a learner and the learner should be made aware of their entitlement rights and progression routes on completing an entitlement qualification.
3. These entitlements are set out in the [Apprenticeships, Skills and Children Learning Act 2009](#), and enable eligible learners to be fully funded for the following qualifications:
 - English and Maths up to and including level 2 for individuals aged 19 and over who have not previously achieved a GCSE grade A* – C or grade 4 or higher, and/or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English or Maths) and/or
 - first full qualification at level 2 for individuals aged 19 to 23, and/or
 - first full qualification at level 3 for individuals aged 19 to 23
 - Essential Digital Skills qualifications (EDSQs) OR Digital Functional Skills qualifications (DFSQs), up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1
4. Learners who meet the residency eligibility criteria in Section 1 and are below the earnings threshold criteria will also be fully funded for qualifications within policy entitlements that include:

- free course for jobs
- level 2 local flexibility
- heavy goods vehicle (HGV)
- 19 to 24 work placements
- sector-based work academy programme (SWAP)
- The King's Trust
- English for speakers of other languages (ESOL)

An additional allocation for tailored learning will be available to grant funded providers, enabling the delivery of non-regulated provision.

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

5. We will fully fund learners who meet the residency eligibility, are aged 19 and over, and who meet the definition of being below the earnings threshold, to undertake learning:
 - up to and including level 2 qualifications from the local flexibility offer and/or
 - qualifications from the full level 2 legal entitlement qualification list
6. Learners aged 19 to 23 who have not previously achieved a full level 2 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the level 2 legal entitlement list. You must not charge them any course fees.
7. Learners who have exhausted their first full level 2 entitlement and do not meet the definition of being below the earnings threshold will be co-funded.
8. For the funding year 2025 to 2026, providers can find the list of approved qualifications approved in the [DfE list of qualifications approved for funding](#).

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

9. Learners aged 19 to 23 who have not previously achieved a full level 3 qualification must be fully funded, regardless of the earnings threshold, if they choose a qualification from the level 3 legal entitlement list. You must not charge them any course fees.
10. For the funding year 2025 to 2026, providers can find the qualifications we have approved in the [DfE list of qualifications approved for funding](#).
11. Learners who meet the residency eligibility, have exhausted their first level 3 legal entitlement and do not meet the definition of being below the earnings threshold have the option of funding through an [advanced learner loan \(ALL\)](#).

Level 3 free courses for jobs offer

12. Free courses for jobs (FCFJ) is a targeted level 3 offer to support adults who meet the definition of being below the earnings threshold.
13. The offer includes:
 - level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults can now access fully-funded level 3 provision from the list of level 3 FCFJ qualifications available via the [DfE list of qualifications approved for funding](#)
 - an uplift is payable at 2 different rates and follows the earnings methodology set out in the York and North Yorkshire Combined Authority Funding Rates and Formula document. This uplift should be used to support delivery of the level 3 FCFJ offer.
14. Funding that is claimed for eligible 19 to 23 year olds on the offer will be funded through your ASF allocation and will include the relevant uplift.
15. Only level 3 qualifications included in this offer will attract an uplift. There may be additions to the list to ensure it meets the needs of the economy; we encourage providers to check availability regularly.
16. We will fully fund learners who meet the residency eligibility as part of this offer where they:
 - are aged 19 or above on 31 August within the 2025 to 2026 funding year, enrol on the level 3 FCFJ qualifications approved for funding and meet the eligibility of being below the earnings threshold
 - are aged 19 to 23 on 31 August within the 2024 to 2025 funding year, enrol on the level 3 FCFJ qualification approved for funding, have not achieved a full level 3 and earn above the earnings threshold criteria
17. You must not claim for York and North Yorkshire Combined Authority funded ASF funding where learners are already being funded through an advanced learner loan (ALL), or a [skills bootcamp](#) (where applicable), for qualifications that are in the FCFJ offer. The criteria for ALL can be found in the [ALL funding rules](#).
18. Mayoral Combined Authorities have the discretion to use up to 50% of FCFJ grant funding on qualifications not on the national list.
19. Providers can request additional qualifications to be added to the list by submitting a formal request with a rationale to adultskillsfund@yorknorthyorks-ca.gov.uk.
20. FCFJ funding can only be utilised from the date of formal approval from York and North Yorkshire Combined Authority for additional qualifications and

cannot be retrospectively claimed. Any approved additional qualifications delivered will not attract an uplift.

21. Once approved, additional qualification will be assigned category code 56. Only additional qualifications on the York and North Yorkshire Combined Authority approved FCFJ list will be eligible, not all level 3 qualifications from category code 56 are eligible. The approved FCFJ list is available [here](#).
22. You must:
 - use LDM code 378 and FFI code 1 to claim for funding for 19 to 23 year olds learners who have not achieved a full level 3 and earn above the earnings threshold
 - use LDM code 378, FFI code 1, and LDM code 391 when recording learners who meet the earnings threshold criteria or are unemployed or are 19 to 23 years old and have not achieved a full level 3
 - record the employment status of learners accessing the offer in the ILR
23. To determine qualifications that are eligible for FCFJ funding you must use learning aims that are marked with:
 - category code 45: National Skills Fund Level 3 Free Courses for Jobs rate 1
 - category code 46: National Skills Fund Level 3 Free Courses for Jobs rate 2
 - category code 48: National Skills Fund Level 3 Free Courses for Jobs only
 - for short courses, you must also use category code 49: National Skills Fund Level 2 Free Courses for Jobs – short qualification
 - Learning aims under category code 56: FCFJ MCA are only eligible for funding if approved by York and North Yorkshire Combined Authority.

English, Maths and digital for those aged 19 or older

English and Maths

24. We will fully fund eligible learners for the following qualifications:
 - GCSE English and/or Maths
 - Functional Skills English and/or Maths from Entry to level 2
 - Stepping stone qualifications (including components, where applicable) in English and/or Maths approved by DfE
25. To be eligible for the legal entitlement the individual must meet the residency eligibility in section 1, and:
 - be aged 19 or over, and
 - not have a GCSE in English or Maths at grade 4 or above (or a qualification which is at a comparable or higher level)
26. If a learner wants to retake GCSE English and Maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit

the exam.

27. You must not fund an apprentice for English and/or Maths from York and North Yorkshire Combined Authority funded ASF.
28. You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill level 2.

Digital Skills

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

General funding principles for English, Maths and digital entitlement

31. We will fully fund non-regulated English, Maths and digital for learners, including those learners assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake the entitlements above through your tailored learning allocation.
32. You must:
 - carry out a thorough initial assessment to determine an individual's current level using current assessment tools based on:
 - the national literacy and numeracy standards and core curriculums or DfE published English and Maths Functional Skills subject content
 - or;
 - the national standards for essential digital skills or DfE published digital Functional Skills subject content
 - carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study
 - enrol the learner on a level above that at which they are assessed and/or of which they have prior attainment, and be able to provide evidence of this
 - deliver ongoing assessment to support learning
 - record the evidence of all assessment outcomes in the evidence pack
33. The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

Funding contribution charts

34. Charts 1 and 2 show the level of contribution for York and North Yorkshire Combined Authority funded ASF.

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Chart 1: 19 to 23-year-olds

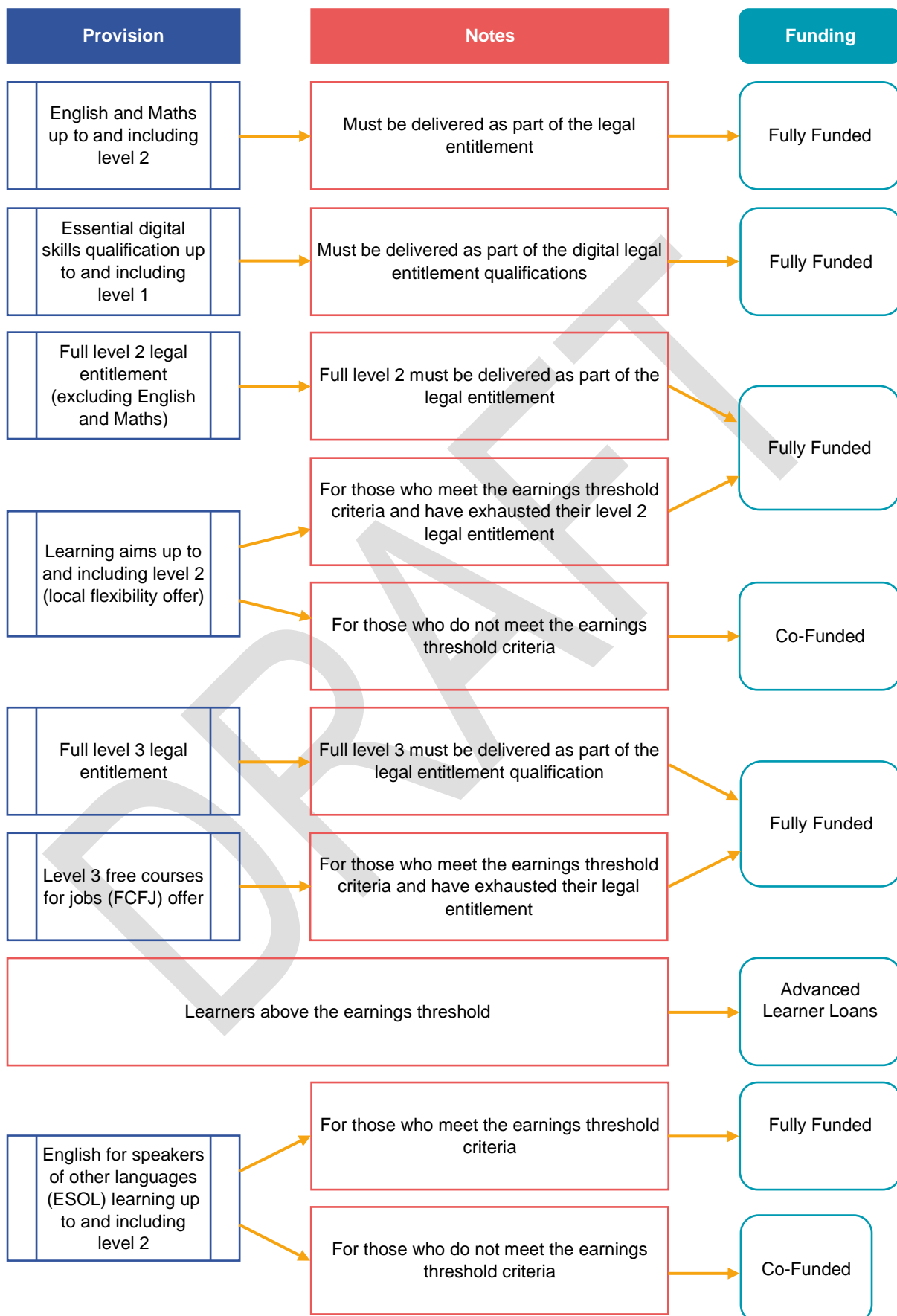
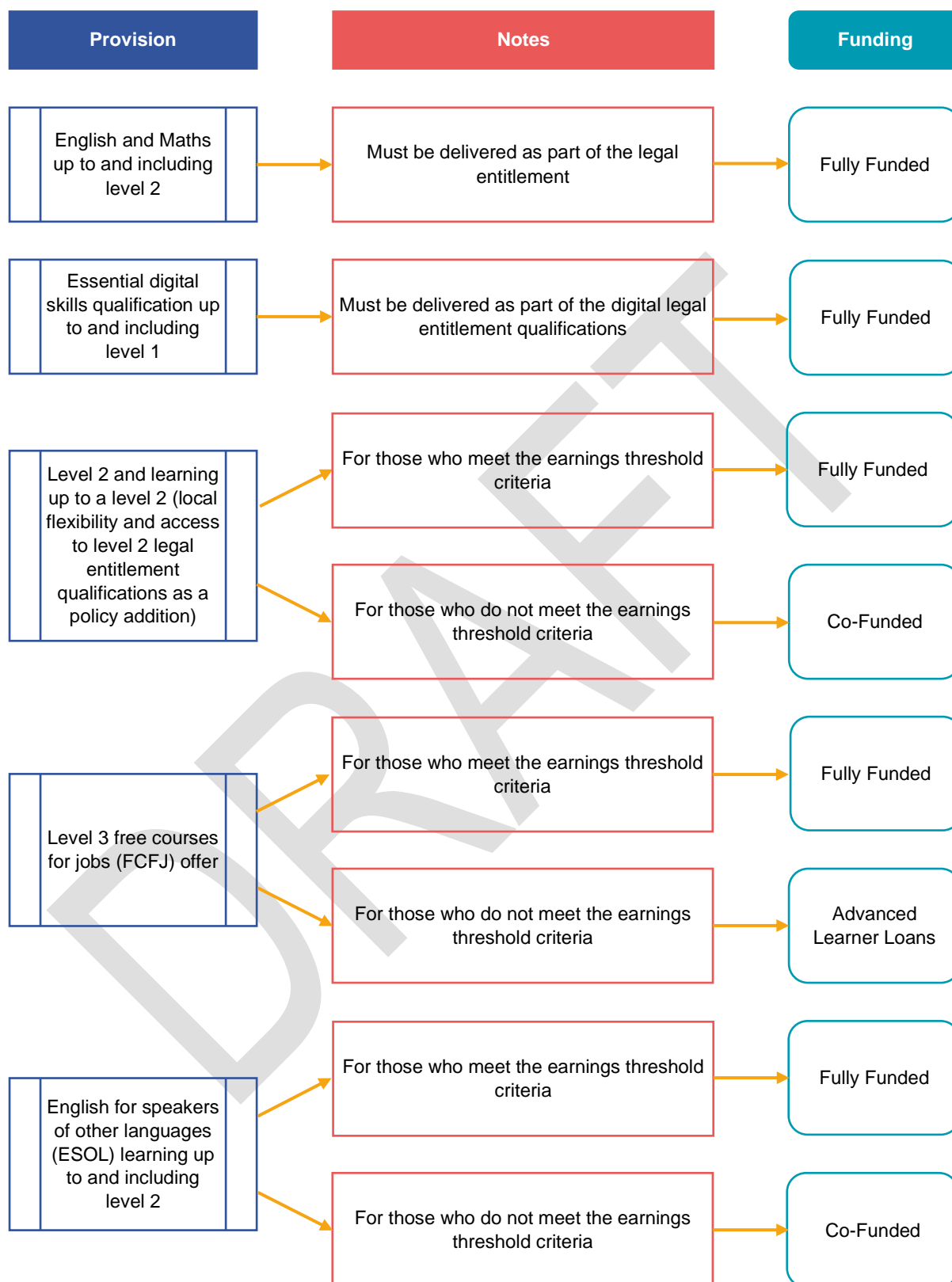


Chart 2: 24+



Unemployed

35. We will update the Universal Credit (UC) thresholds to align to any revisions made by the Department for Work and Pensions (DWP).
36. For funding purposes, we define a learner as unemployed if one or more of the following apply. They:
 - receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
 - receive Employment and Support Allowance (ESA)
 - receive UC, and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1,437 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
37. Providers may also use their discretion to fully fund other learners if either of the following apply. The learner:
 - receives other state benefits (not included in the list above) and their take-home pay (disregarding UC payments and other benefits) is less than £892 a month (learner is sole adult in their benefit claim) or £1,437 a month (learner has a joint benefit claim with their partner)
 - not receiving any benefits, wants to be employed and you are satisfied that the identified learning is directly relevant to their employment prospects and local labour market needs. In order to claim full funding for learners who are unemployed and not receiving benefits, you must indicate that they earn below the earnings threshold by using LDM code 391 and FFI code 1
38. If the learner is unemployed and is claiming benefits, you must complete the Benefit Status Indicator (BSI) to identify the learner is in receipt of JSA (BSI 1) UC (BSI 4), or ESA (all categories) (BSI 5).

Earnings threshold

39. The earnings threshold eligibility criteria enables learners to be fully funded if they earn below £25,000. The policy entitlement includes learners who are unemployed, employed or self-employed.
40. You may fully fund learners who are unemployed, employed, or self-employed, up to and including level 2 and the level 3 offers, if they earn below £25,000 annual gross salary.
41. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a UC statement within 3 months of the learner's learning start date, or a current employment contract which states

gross monthly/annual wages. Please note this is not an exhaustive list, but you must evidence your decision to award full funding to an individual who would normally be eligible for co-funding.

42. To claim full funding for learners who earn below the earnings threshold, excluding those on qualifications included in the FCFJ offer, you must use LDM code 391 and FFI code 1.

Heavy goods vehicle (HGV) driver training

43. HGV driver training flexibilities have been developed to support an increase in HGV driver training.

44. This offer:

- includes level 2 qualifications which will prepare learners for HGV licence acquisition of all vehicles up to category C and E (articulated)
- includes any new additional qualifications that are approved for training in this sector throughout the 2025 to 2026 academic year
- allows all eligible learners, fully funded and co-funded, to be reimbursed for the cost of HGV licences and medical

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

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

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

47. You must:

- use learning aims that are marked with:
 - category code 50: HGV Emergency Response, to identify an approved qualification, and
 - category code 51: HGV Medical for the additional learning aim to represent the HGV medical and
 - category code 52: HGV Licence, for the additional learning aim(s) to represent parts of the Driver Certificate of Professional Competence (CPC) tests required to attain the licence, when learners undertake these elements
- record an outcome of “Achieved” in the ILR where you have a recorded learning aims for the HGV licence and medical aim, to generate reimbursement funding for these activities
- have criteria for how you will administer and distribute your funds

- retain evidence in the learner file confirming that you have verified the medical test and licence documentation, and evidence from your accounts of the payment made to the learner and learner's receipt of the funds

Work placement for 19 to 24 year olds

48. We will fully fund individuals for a work placement who meet the criteria in the who we fund section where they:
- are aged 19 to 24 on 31 August within the 2025 to 2026 funding year; and
 - enrol on one or more learning aims from the ASF core offer, or a vocational qualification listed on [find a learning aim](#), alongside a work placement learning aim
49. A learner's work placement must take place with an employer and allow the learner to develop new workplace knowledge, skills and behaviours. In total, the work placement element must be at least 70 hours and a maximum of 240 hours, and it must not be virtual or be simulated learning in an artificial environment.
50. A learner can have separate work placements in different organisations. These must last at least 2 weeks with each employer, and at least 70 hours in total with each placement supporting progression linked to their learning plan.
51. For learners on Jobseeker's Allowance or Universal Credit, work placements can be between 70 to 240 hours.
52. A learner who is undertaking work experience as part of a SWAP funded through DWP must not be funded through the 19 to 24 work placement.
53. For eligible learners aged 19 to 24 the work placement will be funded through the York and North Yorkshire Combined Authority funded ASF funding methodology, with further information available in the [York and North Yorkshire Combined Authority Funding Rates and Formula](#) guidance.
54. Providers must use learning aims that are marked with Adult Skills Fund – Work Placement, refer to the [York and North Yorkshire Combined Authority Funding Rates and Formula](#) guidance.
55. The employer must offer at the end of each work placement (which you must evidence) either:
- a formal interview for a job or apprenticeship vacancy, plus feedback, or
 - an exit interview, written feedback and evidence of the learner's time and activities during the work placement

Sector-based work academy programme (SWAP)

56. The [Sector-based work academy programme \(SWAP\)](#) is designed to help Job Centre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to 6 weeks and has 3 main components:
 - pre-employment training
 - work experience placement
 - a guaranteed job interview
57. The scheme runs in England and Scotland. Participants remain on benefits throughout their placement.
58. Only the pre-employment training element in England can be funded through ASF local flexibility, and normally lasts 2 to 3 weeks. Jobcentre Plus fund the other components and will pay any travel and childcare costs whilst claimants are on the work experience placement.
59. FE providers are part of the SWAP local design process and are informed when to expect referrals and how many.
60. You must keep a copy of the claimant's SWAP referral notification issued by Jobcentre Plus in the evidence pack setting out start date and times for their ASF funded pre-employment training.
61. To claim full funding for claimants referred to SWAP pre-employment training you must use LDM code 375 and complete the [Benefit Status Indicator \(BSI\)](#) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

King's Trust Team Programme

62. The King's Trust Team Programme is a 12-week course designed to improve confidence, motivation and skills for eligible 16 to 25-year-olds. Each team recruits a mix of 16 to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employer.
63. York and North Yorkshire Combined Authority will fund the team programme.
64. Providers in partnership with the King's Trust run and manage it on a local basis. In order to deliver the team programme, you must get approval from the [King's Trust](#).
65. For eligible learners aged 19 to 25, we fund the team programme through the York and North Yorkshire Combined Authority funding methodology. Please

refer to the King's Trust section in the [York and North Yorkshire Combined Authority Funding Rates and Formula](#) guidance.

English for speakers of other languages (ESOL)

66. ESOL qualifications are part of the ASF learning at level 2 and below offer, please refer to this section for eligibility criteria.
67. Providers offering ESOL qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. You can access information on how to do this in the [York and North Yorkshire Funding Rates and Formula](#) guidance.

Learners with learning difficulties and/or disabilities

68. We will fund learners with learning difficulties and/or disabilities as set out in the [Apprenticeships, Skills, and Children and Learning Act 2009](#).
69. York and North Yorkshire Combined Authority have the responsibility for securing the provision of reasonable facilities for education and training suitable to the requirements of persons who are 19 and over, set out in the who we fund section. This includes learners with an identified learning difficulty and/or disability who have previously had an education, health and care (EHC) plan and have reached the age of 25.
70. The [16 to 19 funding methodology](#) will apply to learners aged 19 to 24, who have an EHC plan and require provision and support costs.

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

71. To access provision and support costs you must inform us before the start of the 2025 to 2026 funding year where a learner:
 - has reached the age of 25 and has not completed their programme of learning as set out in their EHC plan by the end of the previous funding year, or
 - will reach the age of 25 in the funding year, where their EHC plan is not extended by their local authority to allow them to complete their programme of learning
72. The learner must:
 - have an EHC plan that confirms their needs could only be met by the training organisation they are, or were, attending
 - continue to make progress on the programme of learning as set out in their EHC plan

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

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

Tailored learning

75. The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger communities.

76. We would expect you to encourage and support all learners to progress on to new or more stretching provision to help them into more formal learning or employment. We would not expect to see multiple enrolments on similar level courses, or a repeat of similar learning aims where this does not benefit the learner's development.

77. Providers have the freedom and flexibility within these parameters to determine how they use their tailored learning allocation, to meet the needs of their communities and employers. This can include outreach activities in order to engage learners and drive participation in adult learning.

78. If we fund your organisation through a contract for services, you will not have a tailored learning allocation or access to deliver non-regulated provision.

79. To deliver tailored learning, you must:

- follow York and North Yorkshire Combined Authority funded ASF tailored learning funded methodology and submit ILR data under funding model 11 for the delivery and support
- complete the funding claim.

80. You must not use tailored learning funding for learning that is:

- eligible for funding through an advanced learner loan
- primarily or solely for leisure purposes. We define learning for leisure purposes as learning where the primary or sole intent of the learning is for leisure

81. Tailored learning funding will be reconciled against the tailored learning allocation line at the end of the funding year. You must repay funding that has not been used for tailored learning or where its use cannot be evidenced.

82. You must include the use of your tailored learning funding to cover learning and learner support costs up to the value of your tailored learning allocation. If you do, you must:
- claim for learning and learner costs through the final funding claim and follow the policy in line with the support funding section
 - record these costs in the learner's evidence pack and maintain evidence that support the costs for audit purposes
83. We will monitor tailored learning provision through the ILR and claim submissions and may require you to provide information on your delivery where it does not represent value for money.
84. You have the flexibility to use your tailored learning funding in line with the ASF formula funded methodology (funding model 38), to meet local demand. This flexibility works one way, you cannot use your ASF formula funded allocation to fund additional tailored learning and we will not fund above value in appendix 1 of your contract.
85. You can use this amount of tailored learning funding (stated in your appendix 1) to deliver regulated provision to meet local demand. If you do deliver regulated learning, you must enrol learners following York and North Yorkshire Combined Authority funded ASF eligibility requirements set out in the government contribution chart 1 and chart 2.
86. You can support learners aged under 19 if they meet both of the following, they are:
- a parent, carer or guardian attending provision delivered through family learning
 - funded through tailored learning using funding model 11 in the funding model field (refer to ILR guidance for more information)
87. Tailored learning courses are delivered and reported on the ILR under the following purpose types, please refer to the 2025 to 2026 ILR specification for further details:
- Engaging and/or building confidence
 - Preparation for further learning
 - Preparation for employment
 - Improving essential skills (English, ESOL, Maths, digital)
 - Equipping parents/carers to support children's learning
 - Health and well-being
 - Developing stronger communities
88. Learner outcomes of tailored learning courses are reported on the ILR. Please refer to the 2025 to 2026 ILR specification for further details.
89. The eligibility principles we apply to tailored learning provision are as follows:

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

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

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

Funding for developing innovative provision

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

93. To be eligible to utilise up to 3% of your York and North Yorkshire Combined Authority funded ASF grant allocation for the development of new innovative provision you must:

- have delivered ESFA funded ASF learning aims in 2024 to 2025, excluding FCFJ and tailored learning
- have a 2025 to 2026 ASF allocation (excluding FCFJ) over £500,000
- have 2025 to 2026 tailored learning value of less than 20% of your adult skills funding

94. If you are eligible, the maximum amount of funding you can draw down for this purpose is set out in your allocation statement.

95. We expect that provision developed using this flexibility reflects the priorities outlined in the local skills improvement plans.

96. You have the flexibility to use all, or some, of the 3% of your ASF allocation and you must use this flexibility to fund the development costs of establishing new provision. This includes:
- research and developments costs – to support work with large employers and/or local SME/micro businesses to scope and develop non-accredited provision bespoke to that employer
 - project management costs – to support the costs of overseeing the project development and setting up of new non-accredited provision. It could also cover the staff costs of developing and preparing new qualifications for submission to DfE/awarding bodies approval processes
 - training for the trainer – developing training for teaching staff to be able to deliver provision in new and emerging fields such as green skills and artificial intelligence
97. You must be able to demonstrate that the above activity has been delivered and ensure you clearly document and retain records as evidence of the complete breakdown of costs that have been incurred and paid.
98. This evidence may well form part of the documentation comprised of your normal financial systems and processes which demonstrate clearly the different costs specifically spent from this funding such as direct costs (such as invoices, expenses), personnel costs (such as payroll, time records) and any indirect costs (how these have been calculated).
99. Your spend may also have been subject to an audit from your own statutory or internal auditors, in which case assurance of spend may be accepted where this can be evidenced from audit reports/audit committee minutes. We will recover funding that is not duly spent, recorded and evidenced as above, or duly assured by your auditors and evidenced from relevant audit reports, or evidenced from formal audit committee minutes, as stated above.
100. You must complete the funding claim.
101. You must not use this flexibility to claim:
- funding for learners, including those where new provision is being piloted
 - for any capital costs, building/estates refurbishments, maintenance and restoration

Support funding

102. The York and North Yorkshire Combined Authority funded ASF's overarching aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning.

103. Where you identify that a learner has a learning difficulty and/or disability, or a financial barrier, your York and North Yorkshire Combined Authority funded ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.
104. Support for learners undertaking tailored learning is funded from within the tailored learning allocation.

Learning support

105. Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the [Equality Act 2010](#), for learners who have an identified learning difficulty and/or disability, to achieve their learning goal.
106. Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.
107. You must:
- carry out and document a thorough assessment to identify the learner's learning difficulty and/or disability
 - agree and record the assessment and outcome of your assessment in the evidence pack
 - record details of the reasonable adjustments required and how support will be planned and delivered
 - record and retain the appropriate evidence to demonstrate that the planned support has been delivered
 - confirm the continuing necessity and appropriateness of these reasonable adjustments on a monthly basis
 - report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the 'Learning Delivery Funding and Monitoring' field and entering the corresponding dates in the 'Date applies from' and 'Date applies to' fields. This does not apply to any non-formula tailored learning
 - learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made
108. All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate, up to £19,000 you must also use the [earnings adjustment statement \(EAS\)](#). For any costs over £19,000 please see the next section for exceptional learning support.

109. You must keep evidence of these additional costs in the evidence pack. You must only record the excess amount on the EAS, not the whole learning support cost. Unless a learning aim is delivered in less than one calendar month, in this case you may claim the entire cost through EAS.

Exceptional learning support claims above £19,000

110. If a learner needs significant levels of support to start or continue learning and has support costs of more than £19,000 in a funding year, you can claim exceptional learning support (ELS) but only for the amount above £19,000. The amount up to £19,000 should be claimed through the monthly rate and any excess funding through the EAS.
111. Learners aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority.
112. You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs more than £19,000 in a funding year, by completing and sending the [ELS claims document](#).
113. To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan.
114. When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support claim. You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

Learner support

115. Learner support is available to provide financial support for learners with a specific financial hardship preventing them from taking part/continuing in learning. Before you award support to a learner, you must identify their needs within the following 'categories'.
- Hardship funding – general financial support for financially disadvantaged learners to support participation learning
 - 20+ childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs
 - Care to Learn top up for 19-year-olds

- Residential Access funding – to support York and North Yorkshire Combined Authority funded ASF learners (set out in the [who we fund](#) section) where they need to live away from home in order to access provision
- ICT devices and connectivity – to support disadvantaged learners who cannot undertake online delivery

116. You must not claim more than 5% of your total learner support (including continuing 19 to 24 traineeship learners) as administration expenditure. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories. You must follow these rules and claim learner support using the appropriate method as set out below.

117. You must:

- have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
- assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack
- report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR. This does not apply to non-formula tailored learning
- record delivery through the earning adjustment statement each month in line with funding claims guidance
- consider the availability of other support for learners, for example from Jobcentre Plus
- make it clear to learners it is their responsibility to tell the Department for Work and Pensions about any learner support they are receiving from you, as learner support payments may affect their eligibility to state benefits
- use either ASF or loans bursary to support specific provision funded by either ASF or ALL where a learner is on 2 courses at the same time

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

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

Hardship

119. You can use hardship funds for the following:

- course-related costs, including course trips, books and equipment (where costs are not included in the funding rate)

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

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

121. If an asylum seeker is eligible for provision, you may provide learner support in the form of course-related books, equipment, cash payments or a travel pass.

20+ Childcare

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

123. You must not use childcare funding to:

- fund informal childcare, such as that provided by a relative
- set up childcare places
- make a financial contribution to the costs of a crèche

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

19-year-olds Care to Learn

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

Residential access funding

126. You can use residential access funding to support York and North Yorkshire Combined Authority funded ASF learners who meet eligibility criteria

in the who we fund section, where they need to live away from home, for example to access specialist provision which involves a residential element, or to support learners who cannot access provision locally. You must:

- set out the criteria and procedures for considering and agreeing applications for support from your residential access funds
- only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances
- only claim residential access funding for the period the learner is resident, this could be in accommodation you own or manage or other accommodation which you have agreed to fund in line with your criteria
- ensure costs claimed represent value for money for the local area
- publish your rates where you have your own residential facilities

ICT devices and connectivity

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

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

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

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

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

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

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

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

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

Job outcome payments

132. The earnings method principles have changed for Grant Providers starting aims on or after 1 August 2024. In previous years, 20% of funding was held back and only earned on achievement of the learning aim; this will continue for procured Contracts for Services. However, this 20% element will now be earned on completion for Grant Providers for new starts from 1 August 2024. We therefore refer to 'achievement/completion' and 'achieves/completes' to reflect the difference. For more information, please refer to the [York and North Yorkshire Funding Rates and Formula](#) guidance.
133. For fully funded learners who are unemployed we will pay 50% of the completion/achievement payment if they start a job before completing/achieving the learning aim. If the learner then completes/achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply:
- the learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for 4 consecutive weeks
 - where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these

Appendix A: Eligibility for funding

1. This Appendix sets out the countries falling within the below categories as referenced in the residency eligibility section.
2. The British Overseas Territories are:
 - Anguilla
 - Bermuda
 - British Antarctic Territory
 - British Indian Ocean Territory
 - British Virgin Islands
 - Cayman Islands
 - Falkland Islands
 - Gibraltar
 - Montserrat
 - Pitcairn, Henderson Island, Ducie and Oeno Islands
 - South Georgia and the South Sandwich Isles
 - St Helena and its dependencies (Ascension and Tristan da Cunha)
 - Turks and Caicos Islands
3. The EEA comprises of the following countries:
 - All Member States of the European Union (You can access a list of member states on the [EU website](#).)
 - With respect to EEA nationality, note that any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national.
 - Iceland
 - Lichtenstein
 - Norway
4. The table below lists territories that are categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the ASF funding rules.

Denmark	The following is part of Denmark: Greenland Faroe Islands
Finland	The following is part of Finland and the EU: Aland islands
France	The following is part of France and the EU: the French Overseas Department (DOMS) (Guadeloupe, Martinique, French Guiana (Guyana), Reunion and Saint-Pierre et

	Miquelon) The following is part of France: New Caledonia and its dependencies French Polynesia Saint Barthélemy
Germany	The following is part of Germany and the EU: Tax-free port of Heligoland
Netherlands	The following is part of the Netherlands: Antilles (Bonaire, Curacao, Saba, St Eustatius and St Maarten) Aruba
Portugal	The following is part of Portugal and the EU: Madeira The Azores
Spain	The following is part of Spain and the EU: the Balearic Islands the Canary Islands Ceuta Melilla

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

Appendix B: Qualifications

Full Level 2 Qualification

6. Full level 2 is the level of attainment which is demonstrated by:
 - a GCSE in 5 subjects, each at grade 4 (C) or above, or
 - a Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance tables
7. Please refer to the [qualification downloads – list of qualifications approved for funding](#) on GOV.UK.

Full level 3 Qualification

8. Full level 3 is the level of attainment which is demonstrated by a:
 - General Certificate of Education at the advanced level in 2 subjects
 - General Certificate of Education at the AS level in 4 subjects
 - QAA Access to Higher Education (HE) Diploma at level 3
 - Technical, or applied general qualification at level 3, which meets the requirements for the 16 to 19 performance tables
 - Core Maths at level 3
9. For new linear AS and A levels, where a learner enrolls on an AS qualification and continues with further study to take the A level qualification in the same subject, you must record both the AS and A level in the ILR. The AS learning aim will be funded separately to the A level learning aim.

Approved qualifications

10. Where you deliver regulated qualifications and/or their components, you must ensure they are [approved for ASF](#) and available on [find a learning aim](#). [Qualifications and public funding](#) provides information on qualifications that are no longer approved for funding.
11. Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or component in line with the awarding policies and procedures. You must not ‘pre-register’ students a significant period in advance of the learner starting the qualification.
12. We will fund qualifications that are linked to occupational regulation/licence to practise. You can find more information about these qualifications at the [qualifications website](#).
13. Before delivering a component, you must check with the awarding organisation they provide a learner registration facility, and the learner can achieve it alone or as part of accumulating achievement towards a qualification.

14. If the [UK ENIC](#) has confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 [legal entitlement](#), the individual will be deemed to have achieved their first full level 2 and/or level 3 qualification.
15. You must provide accurate unique learner number (ULN) information to awarding organisations and ensure all information you use to register learners for qualifications is correct. You can find more information in the [Learner Records Service](#) guidance.

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Appendix C: Evidence

Evidence Pack

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

22. Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.
23. If a subcontractor delivers any provision to the learner, the provider must clearly identify the subcontractor. This must match the information reported to us in the ILR.

Confirmation and signatures

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

Starting, participating and achieving

29. You can only claim York and North Yorkshire Combined Authority funded ASF when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing, or similar activities.

30. For your direct delivery, and any subcontracted delivery, you and where relevant, your subcontractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.
31. Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.
32. You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.
33. Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

Leaving learning

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

Individualised learner record (ILR)

35. You must accurately complete all ILR fields as required in the 2025 to 2026 ILR specification even if they are not required for funding purposes.
36. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible learners. You must not report inaccurate information that would result in an overstatement of the funding claimed.
37. Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.

Self-declarations by learners

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

Glossary

Term	Description
20+ childcare	A category of learner support to assist learners aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
Advanced learner loan	Advanced learner loans are available for individuals aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced learner loans give individuals access to financial support for tuition costs similar to that available in higher education and is administered by Student Loans Company.
Annual gross salary	Gross salary is the total income before any deductions are removed from that amount. This total income is usually described as an annual salary, and it is the total amount an employee will receive for work completed before tax of national contributions are deducted.
ASF funding methodology	The funding methodology for individuals aged 19 and over, participating in ASF learning.
Benefit Status Indicator (BSI)	Complete the Benefit Status Indicator (BSI) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1) Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).
Break in learning	When a learner is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future.
Care to Learn	A Department for Education scheme to assist young parents under the age of 20 with the childcare costs that may form a barrier to them continuing in education.
Components of regulated qualification	A subset of a qualification, which could be a unit.
Continuing learners	Learners who commenced learning in a previous funding year and remain in learning as of 1 August 2025.

Devolution of adult education functions	The devolution of adult education functions refers to the transfer of certain Secretary of State functions in the Apprenticeships, Skills, Children and Learning Act 2009 to specified Mayoral Combined Authorities by way of orders made under section 105A of the Local Democracy, Economic Development and Construction Act 2009, and the delegation of those functions to the Mayor of London under section 39A of the Greater London Authority Act 1999, in relation to their areas.
Digital Entitlement	The study of EDS qualifications for learners who have digital skills assessed at below level 1. Qualifications that are designated up to and including level 1 are Essential Digital Skills qualifications and digital Functional Skills qualifications.
Earnings adjustment statement (EAS)	The form providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record (ILR).
Earnings Threshold	The earnings threshold is an eligibility criteria that enables learners to be fully funded if they earn below than £25,000.
Education health and care (EHC) plan	An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to 'secure' the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to appendix A for more information.
European Union	A list of member states is available on the EU website .
Employment status (formerly employed)	<p>The main types of employment status are:</p> <ul style="list-style-type: none"> • Worker • Employee • self-employed and contractor • director • office holder <p>More information on employment status is available.</p>

English for speakers of other languages (ESOL)	The study of English by speakers of other languages.
Exceptional learning support	Learning support funding to meet the costs of putting in place a reasonable adjustment for a learner who requires more than £19,000 in a funding year.
Find a learning aim	Find a learning aim provides online services to find the latest information on available qualifications, non-regulated learning, apprenticeship standards, T Levels and units. Standards will show you information on funding, dates and common components. Qualifications and units show you funding streams for courses and the last date learners can start.
Full or co-funding Indicator (FFI)	Indicates whether a learning aim is fully funded or co-funded in Adult Skills or Other Adult Funding.
Functional skills	Applied practical skills in English, Maths and digital that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
Funding agreement	The agreement between the York and North Yorkshire Combined Authority and providers who receive funding for education and skills training, either via a Grant Agreement and/or a Contract for Services.
Funding model (11 and 38)	Identifies the funding methodology we apply to submission of finalised ILR data. For ASF funding, Funding Model 11 (Tailored Learning) and 38 (Adult Skills) are used, noting model 11 is non-formula funded (i.e ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. More information is available in the 2025 to 2026 ILR Specification.
Funding year	York and North Yorkshire Combined Authority adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.
General Data Protection Regulation	The GDPR is retained in domestic law as the UK GDPR, but the UK has the independence to keep the framework under review. The 'UK GDPR' sits alongside an amended version of the DPA 2018.

Hardship	Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training.
Individualised learner record (ILR)	The primary data collection requested from learning providers for further education and work-based learning in England. The government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.
ILR specification	The ILR Specification is the technical documents, guidance and requirements to help providers collect, return and check ILR and other learner data.
Job outcome payments	Payments made for learners who are unemployed at the start of learning who cease learning to take up a job.
Learner residency	<p>We use the term 'resident' or 'residence' in this document for different purposes. Residence in the UK, EU and EEA has specific definitions in education law, and this is set out in the 'residency eligibility' section. See the who we fund and evidence sections for York and North Yorkshire Combined Authority residency funding criteria.</p> <p>This means the permanent residency of an individual in England (i.e. not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility.</p>
Learner support	Funding to enable providers to support learners with a specific financial hardship that might prevent them from being able to start or complete their learning.
Learning aim	Statements that describe the overarching intentions of a course.
Learning aim reference number	The unique eight-character code used to identify a specific learning aim.
Learning delivery monitoring (LDM)	A code used as part of the ILR to indicate participation in programmes or initiatives.
Learning planned end date	The date entered onto the individualised learner record (ILR) when the learner is expected to complete their learning.

Learning support	Funding to enable providers to put in place a reasonable adjustment, set out in the Equality Act 2010 , for learners with an identified learning difficulty and/or disability to achieve their learning goal.
Legal Entitlements	<p>York and North Yorkshire Combined Authority funded ASF includes support for 4 legal entitlements to full funding for resident eligible adult learners. These entitlements are set out in the Apprenticeships, Skills and Children Learning Act 2009 and include:</p> <ul style="list-style-type: none"> • English and Maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* - C or grade 4, or higher • first full qualification at level 2 for individuals aged 19 to 23, and/or first full qualification at level 3 for individuals aged 19 to 23 • essential digital skills qualifications, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1
Leisure Learning	Defined as learning where the primary or sole intent of the learning is for leisure. This applies to curriculum intent and to the learner's purpose for undertaking the learning. For example, a learner may participate on a course within the learning aim "Creative Arts" to improve their confidence, and another to improve their well-being. Similarly, a learner may participate on a course within the learning aim "volunteering, active citizenship" to develop employability skills, another to contribute to community life.
Local flexibility	Regulated qualifications, and/or their components, that we fund, which is not part of the English and Maths, or level 2 or level 3 legal entitlement offer. All regulated that is available for funding through the flexible local offer is listed on find a learning aim .
Non-regulated learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include:</p> <ul style="list-style-type: none"> • independent living skills • engagement and confidence building • employability skills • labour market re-entry

	<ul style="list-style-type: none"> essential skills (English, Maths, digital) and ESOL
Ofqual	The Office of Qualifications and Examinations Regulation , which regulates qualifications, examinations and assessments in England.
Ordinarily resident	For funding purposes, a person who normally lives in the United Kingdom, are allowed to live there by law, and return there after temporary trips outside the country.
Personal learning record (PLR)	A database that allows individual learners access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers.
Policy Entitlements	<p>Alongside to the legal entitlements there are policy entitlements allowing full funding for residency eligibility learners, over 19 years old, and meet the earnings threshold criteria, these include:</p> <ul style="list-style-type: none"> level 2 and below local flexibility including ESOL free courses for jobs (FCFJ) work placements HGV SWAP King's Trust tailored learning
Recognising and recording progress and achievement (RARPA)	The Learning and Work Institute have published updated RARPA Guidance . This comprises a clear framework designed to support learners through the learning process, identifying key outcomes. It provides a robust approach to quality assurance and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute .
Recognition of prior learning (RPL)	<p>An assessment method that considers whether a learner demonstrates that they can:</p> <ul style="list-style-type: none"> meet the outcomes for a qualification or a component of a qualification through knowledge, understanding, or skills they already have and so do not need to undertake a course of learning for that component or qualification

Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical and professional qualifications.
Residential Support	Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.
Sector-based work academy programme (SWAP)	Sector-based work academy programme is a DWP scheme that offers pre-employment training, work experience placements and a guaranteed job interview for recipients of Jobseeker's Allowance (JSA), Universal Credit (all work-related requirements group) or Employment and Support Allowance.
Self-declaration	A process where the learner can confirm something through his or her own signature.
Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment, or prior assessment to be part of learning.
State benefits	State benefits are contributions, both financial and non-financial, made by central and local government to individuals in certain circumstances to meet their day-to-day living needs.
Tailored learning	The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger and more integrated communities.
Tailored learning funding	Contract for services will not have a tailored learning allocation or access to deliver non-regulated provision. Funding model 11 is the York and North Yorkshire Combined Authority funded ASF tailored funding model that providers must use alongside the funding claim for 2025 to 2026.
Unique learner number	A 10-digit number used to match a learner's achievement to their personal learning record (PLR).

Work placement	A placement with an employer in a workplace setting as part of a continuing learner's offer.
York and North Yorkshire Combined Authority funded ASF	Funding you can claim from York and North Yorkshire Combined Authority for delivery of ASF eligible provision to individuals set out in the who we fund section.
Young people's funding methodology	The funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an EHC plan). You can access 16 to 19 funding methodology on GOV.UK.

Footnotes

1. Persons with the right of abode have the right to live and work in the UK without any immigration restrictions. Further details can be found in the [prove you have right of abode in the UK](#) on GOV.UK. (Section 1, Paragraph 30)
2. This refers to the 7-year offer for UK nationals in EEA and Switzerland. More information on the 7-year offer can be found at [UK nationals in the EEA and Switzerland: access to higher education and 19+ further education](#) on GOV.UK. (Section 1, Paragraph 33)
3. Further information, can be found at: [apply for an EU Settlement Scheme family permit to join family in the UK: Apply if you're joining a person of Northern Ireland](#) on GOV.UK. (Section 1, Paragraph 52)
4. As defined in the Immigration Rules Appendix ["Victim of Domestic Abuse"](#) on GOV.UK. (Section 1, Paragraph 75)
5. As defined in the Immigration Rules Appendix ["Bereaved Partner"](#) on GOV.UK. (Section 1, Paragraph 75)
6. A child of a person who has received leave under section 67 of the Immigration Act 2016 will come under this bullet point where they have been granted "leave in line" by virtue of being a dependent child of such a person. (Section 1, Paragraph 75)
7. A child of a person who has received Calais leave to remain will come under this bullet point where they have been granted "leave in line" by virtue of being a dependent child of such a person. (Section 1, Paragraph 75)