

Greater Lincolnshire

Combined County Authority 

Greater Lincolnshire Combined County Authority

Adult Skills Fund - Funding Rules 2026/2027

* based on available information at time of issue

Version	Date of Issue	Changes	Approved by
0.1	Initial Draft	DfE Funding Rules 25/6	-
0.2	February 26	<i>Re-instatement of 3 year residency rule with all previous exemptions plus new exemption for Hong Kong British Nationals.</i> <i>Introduction of Care Leavers' Support Fund</i> <i>Fully Funded Level 3 Award in Education and Training for a trial period.</i> <i>Funding for the Construction Skills Certification Scheme (CSCS) Green Card for unemployed learners</i>	GLCCA
1	March 26		GLCCA Board (25 Feb 26)

This document sets out the funding rules for the funding year 2026 – 27 (1 August 2026 – 31 July 2027). These rules apply to all Providers who receive Adult Skills Funding including Free Courses for Jobs funding for residents in the Greater Lincolnshire Combined Authority area. It is implicit that if a

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Introduction to the Adult Skills Fund

In the response to the DfE consultation Skills for Jobs: Implementing a new Further Education Funding and Accountability System published in July 2023, the DfE funded Adult Skills Fund (ASF) has replaced the DfE Funded Adult Education Budget (AEB).

The purpose of the 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.

Within the ASF, further provision for 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 (Tailored Learning/Community Learning/Non-Regulated Learning).

This document replaces the ASF Funding and Performance Management Rules 2025 to 2026. We strongly recommend that Providers review the whole document in conjunction with the GLCCA Performance Management Framework and the GLCCA Funding Rates and Formula Guidance.

Please note that the GLCCA reserves the right to amend these Funding Rules should the need arise.

Headline GLCCA ASF changes for 2026-27

- The earnings threshold for policy entitlements for GLCCA residents is £25,750 (to be aligned with DfE 26/27 once released)
- There is a requirement for eligibility of 3 years' residency in the UK. This reinstates the DfE's position prior to funding year 25/26 and includes some exemptions as listed in the relevant section of these rules.
- Care Leavers' Support Fund – A special Learner Support Fund specifically for Care Leavers. Please see section 12 and Annex E. This is in order to support some of our most vulnerable residents.
- Level 3 Award in Education and Training – section 13. This qualification will be fully funded for a trial period of 2026/7 and 2027/8. This is in order to build capacity in the education and skills sector to meet demand and we will assess the impact of the change in achieving this.
- Licences to Practice – The Construction Skills Certification Scheme (CSCS) Green Card can be funded only for unemployed learners, subject to prior approval by GLCCA. This is a 2 year pilot to support employment in a key sector and is subject to change in future years to reflect new opportunities.

Purpose of the document

This document applies to all Providers, and your subcontractors where applicable, who receive GLCCA funded ASF for the 2026 to 2027 funding year (1 August 2026 to 31 July 2027).

These rules do not apply to:

- Apprenticeships
- Advanced learner loans
- Skills bootcamps
- Provision delivered outside of the Combined Authority area

This document forms part of the terms and conditions of funding and you must read them in conjunction with your funding agreement and the performance management framework. 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.

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.

Terminology

The term 'we' refers to the Combined Authority.

The term 'you' or 'Providers', includes colleges, higher education institutions, training organisations, local authorities, specialist designated institutions and employers and any other organisations who receive funding from the Combined Authority to deliver education and training through the devolved ASF. We will use the generic term 'you' or 'Provider' unless the requirements only apply to a specific Provider type.

'Resident/learner' covers those whose provision is funded by the Combined Authority.

'Provision' refers to all learning that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification as detailed in the DFE 'Find a Learning Aim Service' available at <https://findlearningaimbeta.fasst.org.uk> or as agreed with the Combined Authority.

Qualifications will either be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).

'Learning aims' mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or Non-Regulated Learning.

'Programmes' mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or nonregulated learning with clearly stated aims supporting agreed outcomes. We may refer to this document as Funding Rules or the rules.

General Funding Requirements

These rules apply in relation to all learners starting new ASF learning aims on or after 1 August 2026 and continuing learners as referenced in the [who we fund](#) section.

We align our approach for funding residents in the 2026/27 funding year to the current national system operated by the DFE. **Unless specifically stated by the Combined County Authority, all the current approaches taken by the DFE in relation to ASF funding will be adopted.**

Funding must be earned in the way set out in the specific funding agreement, and funding rules related to that funding. You will not be paid for over-delivery from the under-delivery on your other allocations. You must not transfer funding between different funding agreements.

You must not transfer funding between the following contracts or funding streams:

- ASF and / or Level 3 free courses for jobs (FCFJ) and Skills Bootcamps (where applicable).

We will review and monitor whether the 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.

All Providers will be treated equally and fairly. To aid transparency the value of grant allocations, contracts for services and sub-contracted provision will be published annually and updated in-year.

You must complete the resident's Unique Learner Number (ULN) field accurately to access Combined Authority funding.

You must ensure as part of your initial assessment for each learning aim, that you check the postcode where the resident will be living for the duration of their training. It must be within the GLCCA postcode area. You must also check that, on the first day of learning, the learner is aged 19 or older on the 31st August within the 2026 to 2027 academic year.

You must hold evidence to underpin any and all claims you make to assure us that you are using the funding appropriately. The Combined Authority retains the right to ask for sight of your evidence, spend or to require additional performance management information/evidence at any point over the lifetime of the funding agreement and up to a period of 6 years thereafter.

Failure to comply with Funding Rules could lead to action or intervention. The triggers for action and the type of action we may take are set out in our Performance Management documents and is in accordance with provisions in our Grant Agreements and Contracts for Services.

The Combined Authority's relationship with its Provider base will primarily be strategic rather than transactional. It will expect high quality provision, delivering measurable impact on the progression and outcomes for Combined Authority residents.

1. Who we fund

1.1 Eligibility

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. We will only fund **GLCCA residents** undertaking ASF provision subject to the requirements set out below.

1.2 Age

On the first day of learning, a learner must be aged 19 or older on 31 August within the 2026 to 2027 funding year to be GLCCA funded.

1.3 Duration

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.

1.4 Potential issues

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.

You must not fund a learner who is unable to complete a learning aim or programme of study in the time they have available or in the length of time specified for the completion of a qualification.

2. Residency eligibility

Individuals will be eligible for the GLCCA funded ASF provision if the learning is taking place in England, and they are a GLCCA resident. The GLCCA resident postcodes can be found here: [Adult education budget \(ASF\) postcode files - GOV.UK \(www.gov.uk\)](#)

Individuals must also have been ordinarily resident in England for the last 3 years. Unless otherwise stated, individuals must be ordinarily resident in the GLCCA area on the first day of learning to meet the residency requirements.

2.1 No recourse to public funds conditions

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

2.2 Individuals who are not eligible for funding

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

- Are not residents of the GLCCA
- 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 has been given immigration permission to stay in the UK and has 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

Temporary residence in the UK for educational purposes

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. This includes, but is not limited to, learners on a student visa. These individuals are therefore not eligible for funding unless they meet one of the other eligibility criteria.

Temporary absences from the UK

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.

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.

British armed forces, MoD personnel or civil crown servants on postings outside of the UK, and any of their family members who have been outside the UK to join them on these postings, 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, and they can count time abroad on these postings towards the 3 year ordinary residence requirement.

People who are resident in England but work outside England can also be treated as ordinarily resident in the UK.

Individuals resident in areas of England outside of devolved authority areas and who work outside of England as part of their job are eligible for ASF, as long as some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England.

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

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 decides 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.

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 on this status.

Learners with limited length visas

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.

As the Home Office moves to a fully online system from January 2025, individuals may have an expiry date of no later than December 2024, which may not accurately reflect the actual expiry of their leave to remain. In

order to evidence their immigration status, individuals registered on [view and prove your immigration status](#) will have a share code which the provider can use to confirm the residency status.

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

UK nationals or other persons with a right of abode^[footnote 1] have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, 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.

All family members of UK nationals and other persons with right of abode must meet the 3 year 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'.

The British Overseas Territories are listed in [annex A](#).

UK nationals in the EEA and Switzerland

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

- resided in the EEA or Switzerland, EU overseas territories or Gibraltar by 31 December 2020 (or resided in the UK, having moved to the UK from the EEA, Switzerland, EU overseas territories or Gibraltar after 31 December 2017), and
- resided in the EEA, Switzerland, EU overseas territories, Gibraltar or the UK for at least the previous 3 years on the first day of learning, and
- remained ordinarily resident in the UK, Gibraltar, the EEA, Switzerland or EU overseas territories between 31 December 2020 and the start of the course and
- the course starts before January 2028^[footnote 2]

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

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

- the course starts before January 2028

A 'family member' for these purposes is either:

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

The EEA includes all the countries and territories listed in [annex A](#).

EEA and Switzerland nationals in the UK

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.

The EEA includes all the countries and territories listed in [annex A](#).

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

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.

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.

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

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

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

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

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

- where required to do so, they have obtained pre-settled or settled status under EUSS and
- the EEA or Swiss 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

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.

A 'family member' for these purposes is either:

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

Irish citizens in UK or Republic of Ireland

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

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

The EEA includes all the countries and territories listed in [annex A](#).

Other non-UK nationals

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

Family members of an eligible person of Northern Ireland^{[footnote 31](#)} 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

A ‘family member’ for these purposes is either:

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

Long residence

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.

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

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 and/or an accompanying letter from the Home Office describing their status.

Refugee status

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.

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

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

Humanitarian protection status

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.

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

- 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
- 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 and Islands since they were given leave to enter or remain

Discretionary leave to enter or remain

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.

- 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 discretionary leave to enter or remain in the UK
- 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 and Islands since they were given discretionary leave to enter or remain

Extant leave to remain as a stateless person

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.

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

- 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

- 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 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

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.

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

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

Individuals with leave to enter or remain in the UK under one of the Ukraine schemes listed below.

The husband, wife, civil partner or child of a person granted leave under one of the Ukraine schemes listed below.

The following are the ‘Ukraine schemes’ eligible:

- Ukraine Family Scheme
- Ukraine Sponsorship Scheme (Homes for Ukraine)
- Ukraine Extension Scheme
- Ukraine Permission Extension Scheme

As stated in the link [learners with section on limited length visas](#) section, a learner can still be funded even if their visa does not cover the full duration of the course, if the provider has a high degree of certainty that the learner intends to apply for, and be eligible to receive, further permission to remain in the UK for the duration of their course. Learners who currently have permission under one of the Ukraine schemes **and** intend to apply

for the Ukraine Permission Extension Scheme (or have applied but not yet had permission granted) may be treated as eligible on that basis.

Afghan schemes

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)
 - some individuals with this leave to enter or remain may have the Afghan Locally Employed Staff (ALES) ex-gratia scheme (see below) listed on their biometric residence permit. They should be able to provide other documentation detailing that their leave is under ARAP
- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022

Persons granted leave under the ALES ex-gratia scheme must meet the 3 year ordinary residence requirements, and are **not exempt**.

Hong Kong British Nationals

Persons granted leave under the Hong Kong British Nationals scheme are exempt from the 3 year ordinary residence requirements.

Indefinite leave to remain as a bereaved partner or victim of domestic abuse

Individuals with indefinite leave to remain or enter, granted only:

- as a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain or enter [\[footnote 4\]](#)
- as a bereaved partner, where they have been ordinarily resident in the UK since they were given leave to remain or enter [\[footnote 5\]](#)

Individuals granted indefinite leave to remain for any other reason must meet the 3 year ordinary residence requirement to be eligible.

Other forms of leave

Individuals with leave to remain or enter granted:

- under section 67 of the Immigration Act 2016 leave [\[footnote 6\]](#)
- under Calais leave to remain [\[footnote 7\]](#)

British Indian Ocean Territory

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 (such as a child, grandchild, great-grandchild and so on) 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

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

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 of the Children Act 1989](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#)

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 of the Children Act 1989](#) or [section 23CA of the Children Act 1989](#)

2.3 Learners in the armed forces

2.3.1 British armed forces personnel, Ministry of Defence personnel or civil and crown servants resident in the GLCCA, who meet the criteria in the [who we fund](#) section, are eligible for the GLCCA funded ASF where learning takes place in England.

2.3.2 Members of other nations' armed forces stationed in England, and residing in the GLCCA and their family members, aged 19 and over, are eligible for the GLCCA funded ASF, as 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.

2.4 Fees and charging

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

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

2.5 Qualifying days for funding

2.5.1 A learner must be in learning for a minimum number of days between their learning start date and learning planned end date before you can earn funding, including learning support. You can access this information in the GLCCA Funding Rates and Formula Guidance.

This does not apply where the learner achieves the learning aim.

2.6 Recognition of Prior Learning (RPL)

2.6.1 A learner could have prior learning or attainment that has been previously accredited by an awarding organisation or could be formally recognised and count towards achievement of a qualification. If this is the case, you must:

- Reduce the funding amount claimed for the qualification aim by the percentage of learning the learner does not need
- Follow the policies and procedures set by the awarding organisation regarding recognition of prior learning, including any restrictions concerning where RPL or prior attainment may not be applied
- Ensure you have a robust internal RPL policy and appropriate resources to deliver RPL

2.6.2 We would not expect RPL or prior attainment to be used against the whole qualification, this is exemption rather than RPL.

2.6.3 You must not use prior learning to reduce funding for:

- English and maths qualifications up to and including Level 2 or
- Essential digital skills qualifications up to and including Level 1

2.6.4 If a learner enrolls on an Advanced Subsidiary (AS) level qualification followed by an A Level, you must reduce the funding claimed for the A Level to take account of the prior study of the AS Level and record this in the funding adjustment for prior learning field in the ILR. More information is available in the GLCCA Funding Rates and Formula Guidance.

2.7 Breaks in learning

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

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

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

2.7.4 You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required to reflect the break in learning.

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

3. What we will not fund

3.1 We will not fund:

- Qualifications, units or learning aims that are not listed on [find a learning aim](#) or on the [DfE list of qualifications approved for funding](#)
- Provision to learners in custody. This is due to the [Ministry of Justice](#) funding prison education in England. Please note you can use your GLCCA funded ASF to fund individuals Released on Temporary Licence (RoTL).
- 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 the GLCCA funded ASF, where a learner is currently 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 apprentice's working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to.

- o 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
- o A learner to sit or resit a learning aim assessment or examination where no extra learning takes place

4. Evidence

You must hold evidence to assure us that you are using the GLCCA funded ASF appropriately. Most evidence will occur from your normal business processes. You must make sure enrolments for the GLCCA funded ASF support your decision to claim funding and support the individual's case for consideration as ordinarily resident in the GLCCA, or any exceptions set out in the Residency [eligibility](#) section.

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.

[Annex D](#) contains the details on the evidence required.

5. GLCCA Funded ASF

GLCCA funded ASF includes support for 4 legal entitlements to full funding for eligible adult learners.

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.

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; 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 and 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 (FSQs), up to and including Level 1, for individuals aged 19 and over, who have digital skills assessed at below Level 1

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 Courses for Jobs
- Level 2 local flexibility
- Tailored Learning (Community Learning)
- HGV and LGV licences
- Level 3 Award in Education and Training (please note, fully funded for all learners regardless of earnings)
- Licenses to Practice – CSCS Card
- Care Leavers
- The King’s Trust
- ESOL

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

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

- Up to and including Level 2 qualifications from the local flexibility offer and/or
- Qualifications from the full Level 2 legal entitlement qualification list

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

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

5.1.4 For the funding year 2026 to 2027, Providers can find the qualifications we have approved in the [DfE list of qualifications approved for funding](#).

5.2 Learning at Level 3 legal entitlement and the Level 3 Free Courses For Jobs

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

5.2.2 For the funding year 2026 to 2027, Providers can find the qualifications approved in the [DfE list of qualifications approved for funding](#),

5.2.3 Learners who meet the residency eligibility, have exhausted their first level 3 legal entitlement and do not meet the definition of being below the earnings threshold have the option of funding through an Advanced Learner Loan (ALL).

5.3 Level 3 Free Courses for Jobs (FCFJ) offer

5.3.1 For Providers with a 26/27 FCFJ allocation, Free Courses for Jobs is a targeted Level 3 offer to support adults who meet the definition of being below the earnings threshold.

The offer includes:

- Level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults can now access fully-funded level 3 provision from the list of level 3 FCFJ qualifications available via the DfE list of qualifications approved for funding
- An uplift is payable at 2 different rates and follows the earnings methodology set out in the funding rates and formula document. This uplift should be used to support delivery of the Level 3 FCFJ offer.

5.3.2 Only Level 3 qualifications included in this offer will attract an uplift. There may be additions to the list to ensure it meets the needs of the economy; we encourage Providers to check availability regularly.

5.3.3 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 2026 to 2027 funding year; and
- Enrol on the Level 3 FCFJ qualifications approved for funding and
- Meet the eligibility of being below the earnings threshold

5.3.4 You must not claim for GLCCA funded ASF funding where learners are already being funded through an Advanced Learner Loan (ALL), or a [skills bootcamp](#) (where applicable), for qualifications that are in the FCFJ offer. The criteria for ALL can be found in the [ALL Funding Rules](#).

5.3.5 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
- Category code 56: Free Courses for Jobs MCA and GLA only flexible delivery qualifications.
For short courses, you must also use:
- Category code 49: National Skills Fund Level 3 Free Courses for Jobs short qualification

The Category Code Effective to date must be after the delivery start date.

Note: 19-23 year olds are funded from the FCFJ ASF allocation

5.4 English, maths and digital for those aged 19 or older

English and maths

5.4.1 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

5.4.2 To be eligible for the legal entitlement the individual must meet the residency eligibility in section 1, and:

- Be aged 19 or over, and
- Not have a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level) 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 and maths)

5.4.3 If a learner wants to retake GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.

5.4.4 You must not fund an apprentice for English and/or maths from the GLCCA funded ASF.

5.4.5 You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill Level 2.

Digital Skills

5.4.6 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

5.4.7 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

5.4.8 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.

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

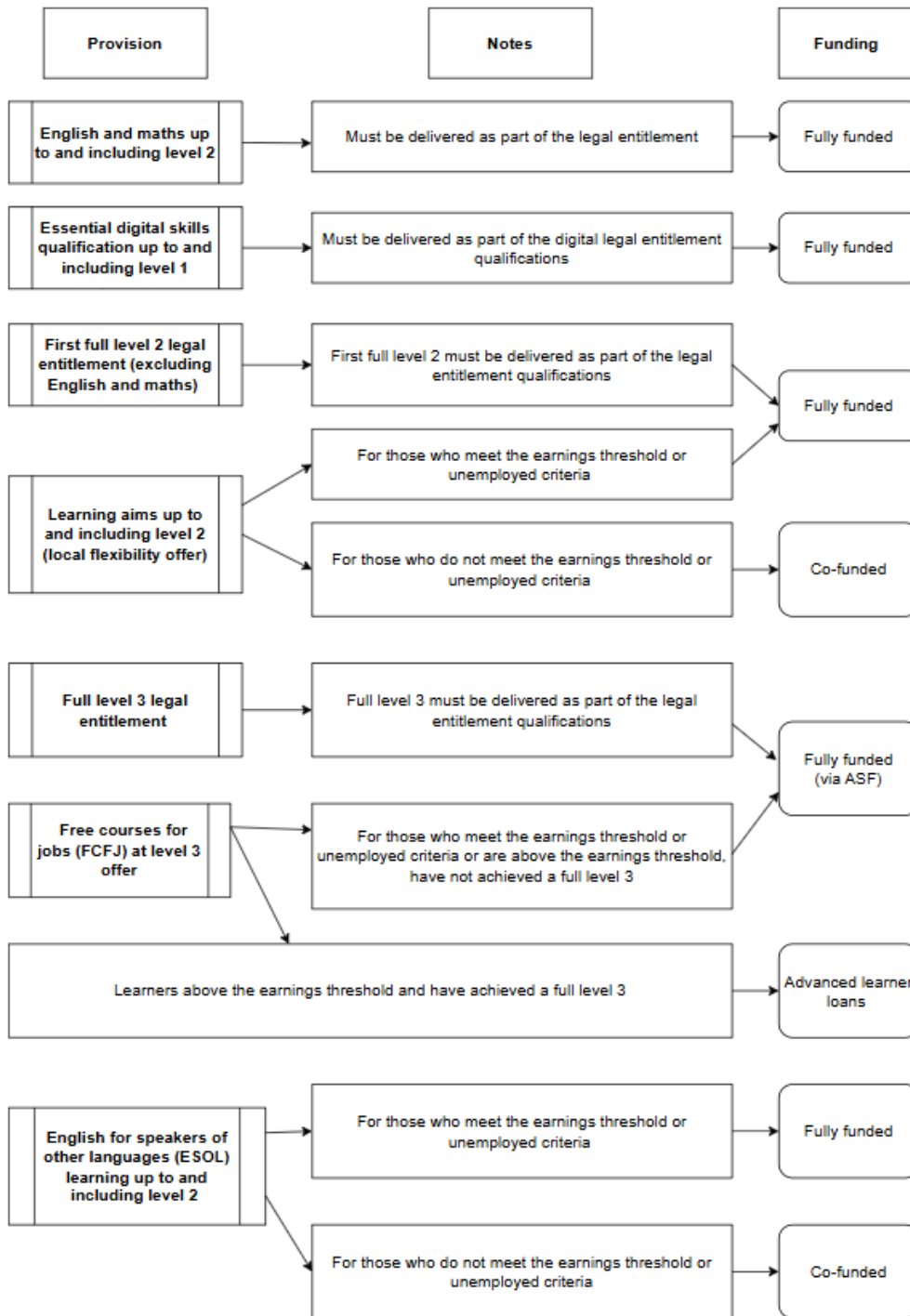
The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

GLCCA contribution charts

Charts 1 and 2 show the level of contribution for GLCCA funded ASF. You can find the text version of these charts in [annex D](#). The text in bold relates to either contents of this document or external links as shown below.

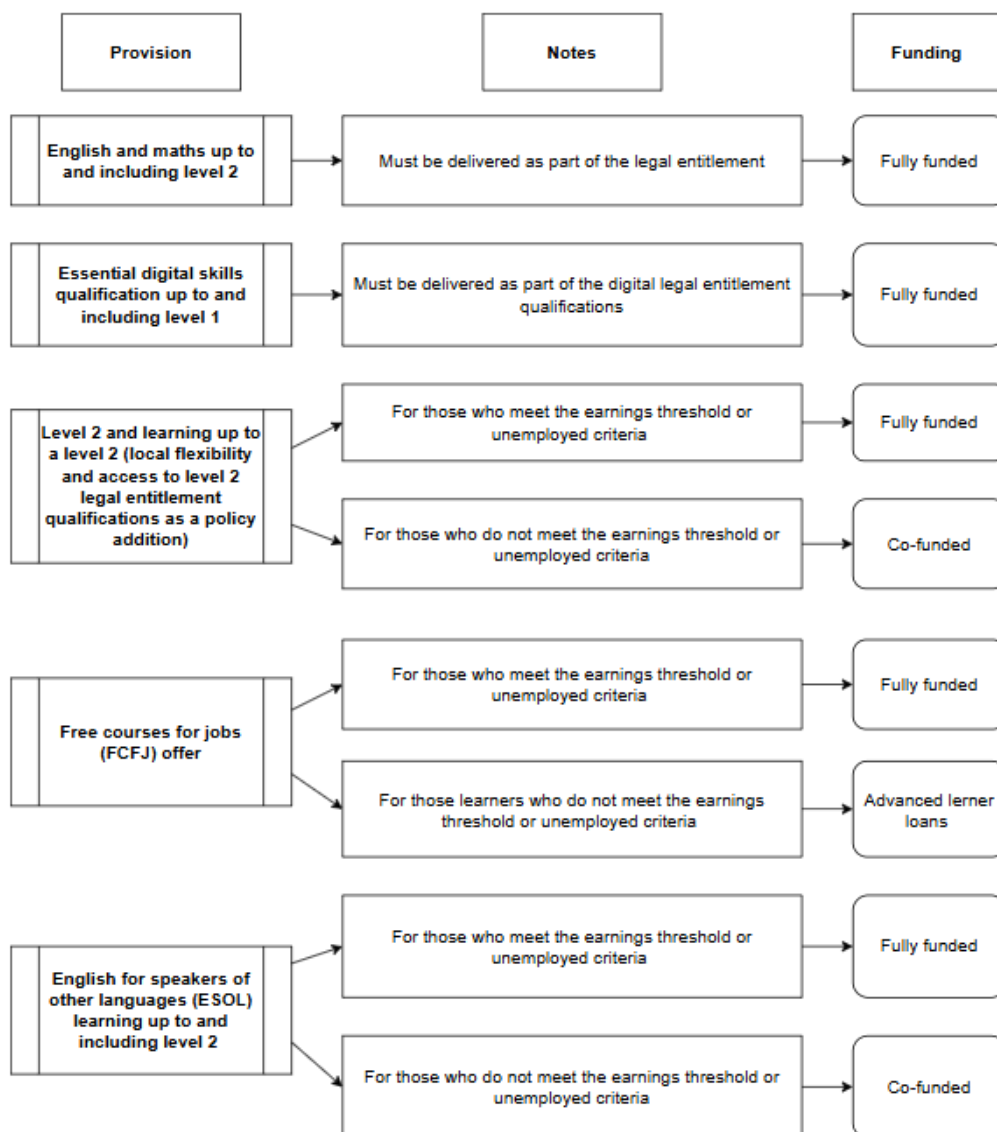


Chart 1: 19 to 23-year-olds



19 to 23 contribution table

Chart 2: 24+



24+ contribution table

6. Unemployed

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

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

- Receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- Receive Employment and Support Allowance (ESA)
- Receive Universal Credit (UC), and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £952 a month (learner is sole adult in their benefit claim) or £1534 a month (learner has a joint benefit claim with their partner)
- Are Released on Temporary Licence (RoTL), studying outside a prison environment, and not funded by the Ministry of Justice

6.2 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), their employment take-home pay (disregarding UC payments and other benefits) is less than £952 a month (learner is sole adult in their benefit claim) or £1534 a month (learner has a joint benefit claim with their partner) and provides suitable evidence (see 7.2),
- Is not receiving any benefits, wants to be employed, and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs

7. Earnings threshold for full funding

7.1 We have introduced the earnings threshold as part of a new eligibility criteria that enables learners to be fully funded if they earn below £25,750. The policy entitlement includes learners who are unemployed, employed or self-employed. This threshold is specific to the GLCCA.

7.2 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.

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

8. Licences

8.1 In addition to on-programme funding, the GLCCA will also pay the cost of the Construction Skills and Certification Scheme (CSCS) card where it is an occupational requirement, at a cost of up to £58 per learner. This will support unemployed learners to acquire all the necessary licences to practice in advance of accepting employment. Where this is funded, evidence of actual progression into work within 3 months of the course's end date will be required. In exceptional cases, the GLCCA may agree additional payment where the cost is above this amount. Please also see HGV and LGV Training below.

In advance of delivery, the cost breakdown associated with any licence must be discussed and agreed with the GLCCA. See the GLCCA Funding Rates and Formula Guidance for full details.

9. HGV and LGV Training

9.1 HGV driver training flexibilities were developed to support an increase in HGV and LGV driver training.

This offer:

- Includes level 2 qualifications which will prepare learners for HGV and LGV licence acquisition for all vehicles up to category C and E (articulated)
- Includes additional qualifications that are approved for training in this sector throughout the 2026 to 2027 academic year
- Allows all eligible learners, fully funded and co-funded, to claim for the cost of HGV and LGV licences and medical Eligibility

The offer will be eligible to all learners aged 19+ who reside in a Greater Lincolnshire Combined Authority postcode and are enrolled on one of the targeted approved for funding level 2 qualifications listed in find a learning aim.

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

9.2 Claiming Funding of Additional elements

9.2.1 Unless specified as part of a bespoke offer, Providers must:

- Use learning aims that are marked with category code 50: HGV, to identify an approved qualification.
 - 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 and provide 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 as agreed with the Combined Authority

10. Work placement for 19 to 24 year olds

10.1 We will fully fund individuals for a work placement who meet the criteria in the Who we Fund section where they: are aged 19 to 24 on 31 August within the funding year 2025 to 2026; 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.

10.2 A learner’s work placement must take place with an employer and allow the learner to develop new workplace knowledge, skills and behaviours. In total, the work placement element must be at least 70 hours and a maximum of 240 hours, and it must not be virtual or be simulated learning in an artificial environment.

10.3 A learner can have separate work placements in different organisations. These must last at least 2 weeks with each employer, and at least 70 hours in total with each placement supporting progression linked to their learning plan.

10.4 For learners on JSA or UC, work placements can be between 70 to 240 hours.

10.5 A learner who is undertaking work experience as part of a SWAP funded through DWP must not be funded through the 19 to 24 work placement.

10.6 For eligible learners aged 19 to 24 the work placement will be funded through the DfE funded ASF funding methodology, with further information available in the GLCCA Funding Rates and Formula guidance. Providers must use learning aims that are marked with Adult Skills Fund – Work Placement, refer to the GLCCA Funding Rates and Formula guidance.

10.7 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

11. King’s Trust Team Programme

10.1 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. We fund the team programme. Providers in partnership with the King’s Trust run and manage it on a local basis. To deliver the team programme, you must get approval from The [King’s Trust](#) before commencing delivery.

10.2 GLCCA will fund eligible learners aged 19 to 25 using the national DfE funded [funding methodology](#). Please also refer to The King’s Trust section in the [funding rates and formula guidance](#).

12. English for speakers of other languages (ESOL)

12.1 ESOL qualifications are part of the ASF learning at level 2 and below offer, please refer to this section for eligibility criteria.

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 GLCCA Funding Rates and Formula Guidance document.

12.2 Advance notice: GLCCA will not fund ESOL learning aims, whether accredited or non-accredited, from 1 August 2027. This includes Tailored Learning.

13. Care Leaver Support Fund

13.1 GLCCA will provide an enhanced package of support for Providers that deliver ASF funded training to Care Leavers aged 19-25 (*aged 19-25 as of 31/08/2026*) of up to £1,500 per Care Leaver and must be used for reasonable expenses that would support the learner to progress to higher levels of learning or employment. The Support Fund can be claimed when a learner is studying a programme of learning at 60GLH or above. This should be claimed through the EAS. The provider must keep evidence of expenditure in the same way they would for general learning or learner support. The Authority advises providers to build this into their own Learning/Learner support policies.

Please see [Annex E](#) for full details.

14. Award in Education and Training

14.1 For 2026/27 and 2027/28, GLCCA will fully fund the level 3 Award in Education and Training (AET).

14.2 Funding flexibility is intended to test different approaches to attracting new entrants into FE teaching who may otherwise not have the opportunity to train to teach.

14.3 All learners will be fully funded for the 26/27 and 27/28 academic years. Funding is not guaranteed to continue after this pilot period.

15. Tailored Learning

15.1 Nationally as part of the new ASF, the term Tailored Learning brings together what was ASF Community Learning, formula-funded ASF Non-Regulated Learning (previously delivered through adult skills) and any new employer-facing innovative provision that is not qualification based. The primary purpose of Tailored Learning is to support learners into employment and to progress to further learning, in line with the overall purpose of 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.

15.2 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 the value stated in your contract.

15.3 You can use the 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 GLCCA funded ASF eligibility requirements set out in the GLCCA contribution [chart 1](#) and [chart 2](#).

15.4 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

15.5 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.

15.6 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

15.7 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.

15.8 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)

15.9 Tailored Learning courses are delivered and reported on the ILR under the following purpose types, please refer to the 2026 to 2027 ILR specification for further details:

- Engaging and/or building confidence
- Preparation for further learning
- Preparation for employment
- Improving essential skills (English, maths, digital)
- Equipping parents/carers to support children's learning
- Health and well-being
- Developing stronger communities

15.9 Learner outcomes of Tailored Learning courses are reported on the ILR.

15.10 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

15.11 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.

15.12 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.

16. Funding for developing innovative provision

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

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

16.3 You have the flexibility to use all, or some, of the additional 3% 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

16.4 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.

- 16.5 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).
- 16.6 You must complete the earning review claim and submit this according to the published deadline in the Performance Management Framework.
- 16.7 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

17. Learners with learning difficulties and/or disabilities

ASF does not fund learning for learners aged 19-24 who have an Education, Health and Care plan (EHCP). This provision must be funded using the DFE 16-19 funding methodology which is not available through the GLCCA.

18. Support funding

18.1 The GLCCA funded ASF's overarching aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning. Where you identify that a learner has a learning difficulty and/or disability, or a financial barrier, your GLCCA funded ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.

18.2 Support for learners undertaking Tailored Learning is funded from within the Tailored Learning allocation.

18.3 Learning support

18.3.1 Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the [Equality Act 2010](#), for learners who have an identified learning difficulty and/or disability, to achieve their learning goal.

18.3.2 Learning support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.

18.3.3 You must:

- Carry out and document a thorough assessment to identify the learner's learning difficulty and/or disability
- Agree and record the assessment and outcome of your assessment in the evidence pack

- Record details of the reasonable adjustments required and how support will be planned and delivered
- Record and retain the appropriate evidence to demonstrate that the planned support has been delivered
- Confirm the continuing necessity and appropriateness of these reasonable adjustments on a monthly basis
- Report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the Learning Delivery Funding and Monitoring field and entering the corresponding dates in the Date applies from and Date applies to fields. This does not apply to any non-formula Tailored Learning
- Learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made

18.3.4 All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate, up to £19,000 you must also use the [earnings adjustment statement \(EAS\)](#). For any costs over £19,000 please see the next section for exceptional learning support.

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

18.4 Exceptional Learning Support claims above £19,000

18.4.1 If a learner needs significant levels of support to start or continue learning and has support costs of more than 19,000 in a funding year, you can claim exceptional learning support (ELS) but only for the amount above 19,000. The amount up to 19,000 should be claimed through the monthly rate and any excess funding through the EAS. Learners aged 19 to 24 who require significant levels of support should have an EHC plan provided by their local authority and, therefore, would access funding from their local authority.

18.4.2 You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs more than £19,000 in a funding year, by completing and sending the [ELS cost form](#).

18.4.3 To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan.

18.4.4 When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support claim. You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

18.5 Learner support

18.5.1 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 DfE 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
- Care leaver support fund

18.5.2 You must not claim more than 5% of your total learner support as administration expenditure.

18.5.3 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.

18.5.4 You must:

- Have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to learners and to us on request
- Assess and record the learner's needs, demonstrating the need for support. You must record this information and retain in the evidence pack
- Report the appropriate Learner Support Reason codes in the Learner Funding and Monitoring fields in the ILR. This does not apply to non-formula Tailored Learning
- Claim funding in a timely way through the ILR and or Earning Adjustment Statement. Overall Learner Support and Learning Support Funding claimed should be shown on the earnings review claims when submitted.
- 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 ASF support fund (or loans bursary where appropriate) to support specific provision funded by either ASF or ALL where a learner is on 2 courses at the same time.

18.5.5 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

18.6 Learner Hardship

18.6.1 You can use learner 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

18.6.2 In exceptional circumstances, you can use learner hardship funds to assist with course fees for learners who need financial support to start or stay in learning. If an asylum seeker is eligible for provision, you may provide learner support in the form of course-related books, equipment, cash payments or a travel pass.

18.7 20/+ Childcare

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

18.7.2 You must not use childcare funding to:

- Fund informal childcare, such as that provided by a relative
- Set up childcare places or to make a financial contribution to the costs of a creche

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

18.8 19-year old learners - Care to Learn

18.8.1 Learner support may also be used to provide further help with childcare costs for 19-year-old learners in receipt of Care to Learn whose costs exceed the weekly maximum rates for that scheme. The top up may only be applied to childcare provision [eligible under the Care to Learn scheme](#) rules.

The institution must hold evidence that the maximum amount is being paid under Care to Learn to confirm that a top up is required. Any top up paid must be made in line with Care to Learn guidance and paid directly to the childcare provider.

18.9 Residential Access funding

18.9.1 You can use residential access funding to support DfE 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.

18.9.2 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 you evidence the costs that make up your claim represent value for money for the local area
- publish your rates where you have your own residential facilities

18.10 ICT devices and connectivity

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

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

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

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

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

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

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

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

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

19. Job outcome payments

19.1 The earnings method principles changed for grant funded 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. This 20% element will continue to be earned on completion for grant-funded 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 GLCCA Funding Rates and Formula Guidance

19.2 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.

Annex A: Devolution of adult education functions

As a devolved authority GLCCA has the responsibility for funding ASF to its residents. Details of all powers and funding that have been devolved to individual areas can be found through the [local government association website](#).

Annex B: GLCCA contribution charts

text version

Lists 1 and 2 are the text version of charts 1 and 2 and show the level of GLCCA funded ASF.

Chart 1: 19- to 23-year-olds

- English and maths for those aged 19 to 23 up to and including level 2 - Must be delivered as part of the legal entitlement - Fully funded
- essential digital skills qualifications up to and including level 1 - Must be delivered as part of the digital legal entitlement qualifications - Fully funded
- first full level 2 entitlement (excluding English & maths) - First full level 2 must be delivered as part of the legal entitlement qualifications - Fully funded
- learning aims up to and including level 2 (Local flexibility offer) - For those who meet the earnings threshold or unemployed criteria - Fully funded. For those who do not meet the earnings threshold or unemployed criteria - Co-funded
- first full level 3 legal entitlement - First full level 3 must be delivered as part of the legal entitlement qualifications - Fully funded
- free courses for jobs (FCFJ) offer - For those who meet the earnings threshold or unemployed criteria Fully funded (via ASF). For those above the earnings threshold and have not achieved a full level - fully funded (via ASF). For those above the earnings threshold and have achieved a full level - advanced learner loans
- English for speakers of other languages (ESOL) learning up to and including level 2; For those who meet the earnings threshold or unemployed criteria - Fully funded. For those who do not meet the earnings threshold or unemployed criteria - Co-funded

Chart 2: 24+

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

- English for speakers of other languages (ESOL) learning up to and including level 2 - For those who meet the earnings threshold or unemployed criteria - Fully funded - For those who do not meet the earnings threshold or unemployed criteria - Co-funded

Annex C: Qualifications

Full Level 2 Qualification

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

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

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

Full level 3 Qualification

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

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

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

For new linear AS and A levels, where a learner enrolls on an AS qualification and continues with further study to take the A level qualification in the same subject, you must record both the AS and A level in the ILR. The AS learning aim will be funded separately to the A level learning aim.

Approved qualifications

Where you deliver regulated qualifications and/or their components, you must ensure they are [approved for DFE funded ASF](#) and available on [find a learning aim](#).

[Qualifications and public funding](#) provides information on qualifications that are no longer approved for funding.

Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or component in line with the awarding policies and procedures. You must not pre-register learners a significant period in advance of the learner starting the qualification.

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

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

If the [UK ENIC](#) has confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 [legal entitlement](#), the individual will be deemed to have achieved their first full level 2 and/or level 3 qualification.

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

Annex D: Evidence

Evidence Pack

The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.

Evidence in the evidence pack must assure us that the learner exists.

The learner must confirm information they provide is correct when it is collected.

If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.

Where you hold information centrally, you only need to refer to the source.

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

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.

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

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

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.

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

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.

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

You can only claim GLCCA funded ASF when directly related learning starts. **This would not include enrolment, induction, prior assessment, diagnostic testing, or similar activities.**

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.

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.

You must have evidence that the learning took place, and the learner was not certificated for prior knowledge. 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

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)

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.

In addition, you must apply specific GLCCA ILR coding as detailed in the GLCCA Funding Rates and Formula Guidance 2026/27.

Failure to correctly code activity in the ILR may result in a loss of GLCCA funding.

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.

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

All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.

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.

Annex E: 19-25 Care Leavers Support Fund

As part of our commitment to support Care Leavers, the Combined County Authority will fund a Care Leavers' Support Fund for young people aged 19-25 under the care of our constituent councils.

Purpose of the Support Fund

The purpose of the Care Leavers' Support Fund is to raise awareness of adult education as well as remove barriers to participation for this important group of learners and enable Care Leavers to overcome any financial barriers to learning. The defined groups reflect that these learners are unlikely to be receiving financial assistance from parents or carers, so may need a greater level of support to enable them to continue to participate.

Providers may utilise the Care Leavers' Support Fund to incentivise participation, attendance, attainment, and progression to higher levels of learning or employment.

For the 2026/27 academic year, Combined County Authority funded ASF Providers will be able to utilise funding from their ASF Learner Support Fund allocation to provide financial support to Care Leavers enrolled on a qualification programme of 60GLH or longer, of up to £1,500. Learners should be awarded the amount of support they need to participate based on an assessment of the types of costs they have and not be automatically awarded £1,500.

Providers must ensure they have a clear and accessible policy or statement setting out how they will use the Support Fund, the eligibility criteria they use and any terms and conditions they set. Funding should be claimed through the EAS.

Institutions must ensure learners are eligible for the financial support for defined vulnerable groups in each year they require support.

We encourage institutions to provide support from the Care Leavers' Support Fund by making payments in kind where possible, for example breakfasts, lunches, equipment etc. While Providers do have flexibility to provide vouchers or small petty cash payments, based on the Care Leaver's individual circumstances, Providers must not make Support Fund payments as regular payments for living costs. This is out of scope of the Support Fund and any such payments would be subject to the Social Security Amendment (Students and Income-related Benefits) Regulations 2000.

Eligibility for the Care Leavers' Support Fund will be:

Care Leaver

An official letter from a named social worker at Lincolnshire County Council or North Lincolnshire Council or North East Lincolnshire Council confirming the learner is a Care Leaver. If the learner is not resident within the Combined Authority but in the care of our constituent councils, they will only receive financial support from the support fund if they are enrolled onto a Youth Offer programme at a Combined County Authority contracted ASF Provider.

Age

A learner must be aged 19 or over but under 25 at 31 August 2026 to be eligible for support from the Care Leavers' Support Fund in the 2026 to 2027 academic year.

These learners aged 19+ can receive support from the Care Leavers' Support Fund only while they attend education or training through Combined County Authority contracted ASF Learning provision, if their eligibility continues, and their institution considers they need the support to continue their participation.

Postcode

To be eligible for support from the Care Leavers' Support Fund 19-25, learners must either be in the care of our constituent councils or a resident within a Combined County Authority postcode. For example, Care Leavers under the care of non-constituent councils are eligible for the financial support, if they are a GLCCA resident. In this case, a letter from the social worker confirming the learner's status as a Care Leaver and address within the GLCCA will be necessary to confirm eligibility.

Care Leavers' Support Funds must not be awarded to learners enrolled at another institution, where that institution also receives public funding for the learner.

Learners aged 19 – 25 enrolled on higher education qualifications are not eligible for support under this scheme.

Eligible education provision

To qualify for support from the Care Leavers' Support Fund, eligible learners must be participating in provision of over 60GLH, that is subject to inspection by a public body that assures quality (for example Ofsted). The

provision must be funded by ASF. Therefore, Apprentices and employer-funded schemes are ineligible for funding from the support fund.

Learners who are not funded or eligible for ASF are not eligible for support from the Care Leavers' Support Fund.

Evidence of eligibility

Providers must obtain proof that learners meet the criteria for support from the Care Leavers' Support Fund and that they fully meet the definition of a Care Leaver. Institutions should ask for evidence from each learner and retain copies for audit purposes.

Claiming funding

All Combined County Authority funded Providers may use their Learner Support Fund allocation to award payments to Care Leavers. Funding will be claimed via the Earnings Adjustment Statements.

Providers may vire funds into the Care Leaver Support Fund from their main ASF allocation, as necessary. In future years, a notional allocation may be made to support planning, based on past take-up.

As a matter of principle, no eligible Care Leaver should be denied financial support from the Care Leavers' Support Fund in the 2026/27 academic year, due to insufficient allocation of Learner Support Funds. In the event a Combined County Authority contracted Provider has insufficient allocation to pay Care Leaver Support Funds, a request for additional funding may be made in-year.

ASF Evaluation

The impact of this policy will be evaluated, and all participating Providers must contribute to the evaluation. This will also enable Providers to propose improvements to maximise impact.

Case Studies

Subject to learner consent, we will request case studies to demonstrate the impact of the Care Leavers' Support Fund.

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.

Term	Description
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 2026.
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 a new eligibility criteria, that enables learners to be fully funded if they earn below than 30,491.

Term	Description
Economically inactive	People who are not involved in the labour market including early retirees, carers and the long-term sick
Education health and care (EHC) plan	An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to secure the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.
European Economic Area (EEA)	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1 January 1994. Please refer to appendix A for more information.
European Union	A list of member states is available on the EU website .
Employment status (formerly employed)	The main types of employment status are: worker employee self-employed and contractor director office holder More information on employment status is available.
English for speakers of other languages (ESOL)	The study of English by speakers of other languages.

Term	Description
GLCCA funded ASF	Funding you can claim from GLCCA for delivery of ASF eligible provision to individuals set out in the who we fund section.
Evidence pack	A collection of documents and information brought together to form a single point of reference relating to learning that is taking place. This must provide evidence to prove the learner exists, is eligible for funding, the planned learning to be provided, and that learning has been delivered.
Exceptional learning support	Learning support funding to meet the costs of putting in place a reasonable adjustment for a learner who requires more than 19,000 in a funding year.
Find a learning aim	Find a learning aim provides online services to find the latest information on available qualifications, Non-Regulated Learning, apprenticeship standards, T Levels and units. Standards will show you information on funding, dates and common components. Qualifications and units show you funding streams for courses and the last date learners can start.
Full level 2	The following qualifications are designated full at level 2: General Certificate of Secondary Education in 5 subjects, each at grade C or above, or grade 4 or above a Technical Certificate at level 2 which meets or has previously met the requirements for 16 to 19 performance tables

Term	Description
Full level 3	The following qualifications are designated full at level 3: General Certificate of Education at the advanced level in 2 subjects General Certificate of Education at the AS level in 4 subjects QAA Access to Higher Education (HE) Diploma at level 3 Technical or applied general qualification at level 3 which meets or has previously met the requirements for 16 to 19 performance tables Core maths qualification at level 3
Full or co-funding Indicator (FFI)	Indicates whether a learning aim is fully funded or co-funded in Adult Skills or Other Adult Funding.
Functional skills	Applied practical skills in English, maths and digital that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work.
Funding agreement	The agreement between the GLCCA and Providers who receive funding for education and skills training.
Funding model (11 and 38)	Identifies the funding methodology we apply to submission of finalised ILR data. For ASF funding, Funding Model 11 (Tailored Learning) and 38 (Adult Skills) are used, noting model 11 is non-formula funded (i.e ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. More information is available in the 2025 to 2026 ILR specification
Funding year	The GLCCA s adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.

Term	Description
General Data Protection Regulation	The GDPR is retained in domestic law as the UK GDPR, but the UK has the independence to keep the framework under review. The UK GDPR sits alongside an amended version of the DPA 2018.
Hardship	Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training.
Individualised learner record (ILR)	The primary data collection requested from 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.</p> <p>Residence in the UK, EU and EEA has specific definitions in education law, and this is set out in the residency eligibility section.</p> <p>Following the devolution of adult education functions, there is a new emphasis on residence in England, in determining and evidencing eligibility for GLCCA funded ASF - see who we fund and evidence sections.</p>
	<p>This means the permanent residency of an individual in the GLCCA region (i.e. not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility for GLCCA funded ASF.</p>

Term	Description
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>GLCCA 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> <p>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</p> <p>first full qualification at level 2 for individuals aged 19 to 23, and/or</p>

Term	Description
	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	Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include: independent living skills engagement and confidence building employability skills labour market re-entry essential skills (English, maths, digital)
Ofqual	The Office of Qualifications and Examinations Regulation , which regulates qualifications, examinations and assessments in England.

Term	Description
Ordinarily resident	For funding purposes, a person who normally lives in the United Kingdom, are allowed to live there by law, and return there after temporary trips outside the country.
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.
Policies	Alongside to the legal entitlements the GLCCA have policy entitlements allowing full funding for residency eligibility learners, over 19 years old, and meet the earnings threshold criteria, these include: level 2 and below, local flexibility, free courses for jobs, work placements, HGV, 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)	An assessment method that considers whether a learner demonstrates that they can: meet the outcomes for a qualification or a component of a qualification through knowledge, understanding, or skills they already have and so do not need to undertake a course of learning for that component or qualification
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.

Term	Description
Residential Support	Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.
Sector-based work academy programme (SWAP)	Sector-based work academy programme is a DWP scheme that offers pre-employment training, work experience placements and a guaranteed job interview for recipients of Jobseeker s Allowance (JSA), Universal Credit (all work-related requirements group) or Employment and Support Allowance.
Self-declaration	A process where the learner can confirm something through his or her own signature.
Skills Bootcamp	A skills bootcamp is a bespoke employer-led level 3 to 5 programme, designed to meet skills needs within the economy. Following a procurement process, the skills bootcamp programme began in August 2022.
Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment, or prior assessment to be part of learning.
State benefits	State benefits are contributions, both financial and non-financial, made by central and local government to individuals in certain circumstances to meet their day-to-day living needs.
Study programme	Study programmes are for learners aged 16 to 19 and cover all levels up to level 3. Funding is for each learner, rather than for each qualification and can only have one core aim at a time.

Term	Description
Tailored Learning	For 24/25 Tailored Learning is to be used for Community Learning activity only and FM11 is to be used. All other non-regulated aims will remain formula funded and FM38 is to be used.
Unique learner number	A 10-digit number used to match a learner s achievement to their personal learning record (PLR).
Work placement	A placement with an employer in a workplace setting as part of a continuing learner’s offer.
Young people’s funding methodology	The funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an EHC plan). You can access 16 to 19 funding methodology on GOV.UK.