

WEST MIDLANDS COMBINED AUTHORITY

SKILLS PROGRAMMES FUNDING RULES 2022/2023

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

Version 4

This document sets out the funding rules that apply to all providers of education and training who receive skills programmes funding, including Adult Education Budget funding, Free Courses for Jobs (FCJ) funding, Multiply and/or National Skills Fund Technical Bootcamp funding for residents residing in the West Midlands Combined Authority (WMCA) area.

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WMCA Skills programmes Funding Rules Version 1. Key Changes for 2022/23

| Area | Link | Overview of change | Version changed |
|--|---|--|------------------------|
| National Skills Fund – level 3 adult offer | Throughout | National Skills Fund – level 3 adult offer will be referred to as the level 3 free courses for jobs (FCFJ) offer for the 2022 to 2023 funding year. All references to the National Skills Fund – level 3 adult offer have been replaced level 3 free courses for jobs (FCFJ) offer | 1 |
| National Skills Fund Technical Bootcamp | Skills Bootcamps | Introduction of National Skills funded bootcamps. | 1 |
| FCFJ Additional qualifications for funding | Free Courses for jobs | Introduction of qualifications which are approved for FCFJ in addition to the national approved list. | 1 |
| Level 2 uplift | level 2 | Introduction of level 2 uplift for selected qualifications that support progression into work. | 1 |
| Residency Eligibility | Eligibility | UK nationals and other persons with right of abode updated for clarification. | 1 |
| Residency Eligibility | Eligibility | Lists individuals with certain types of immigration status and their family members. The following have been added; Ukraine Family Scheme, Ukraine Sponsorship Scheme (Homes for Ukraine), British Nationals evacuated from Afghanistan under Operation Pitting, British Nationals evacuated from Afghanistan by the UK government before 6 January 2022. | 1 |
| Residency Eligibility | Eligibility | Residency eligibility section has been updated for clarification and to reflect EU exit. The key additional paragraphs relate to: family members of EU nationals covered by the Withdrawal Agreement, family members of people of Northern Ireland, joining family members under the EU Settlement Scheme (EUSS), late applications to EUSS, Irish citizens residing in the EEA or Switzerland by 31 December 2020 | 2 |
| Covid | Support fund | Mainstreaming of coronavirus policies removal of 'response to coronavirus (COVID-19)' section and amendments to the support funding section | 2 |
| Skills Bootcamps | Skills Bootcamp | Additional eligibility guidance provided for Skills Bootcamps | 2 |
| Skills Bootcamps | Skills Bootcamp | Additional eligibility guidance provided for Skills Bootcamps on eligibility, submission, evidence, and whistleblowing. | 3 |
| Multiply | Section 11. – Multiply additional Funding Rules | Guidance provided for Multiply on eligibility, submissions, evidence, and whistleblowing. | 4 |

Section 1. Introduction and purpose of the document

1. Introduction

- 1.1. This document sets out the West Midlands Combined Authority (WMCA) Skills programmes funding rules for the 2022 to 2023 funding year (1 August 2022 to 31 July 2023). The Skills programmes funding rules consist of the Adult Education Budget (AEB) funding rules, the Free Courses for Jobs (FCFJ) funding rules, Multiply funding rules and the National Skills Fund (NSF) Technical Bootcamps funding rules.
- 1.2. The rules apply to all providers of education and training who receive either devolved AEB funding or delegated FCFJ or NSF Technical Bootcamp funding from the WMCA
- 1.3. These rules do not apply to apprenticeships, traineeships and/or advanced learner loans.
 - 1.3.1. The Education and Skills Funding Agency (ESFA) will continue to fund apprenticeships, traineeships and advanced resident loans for WMCA residents – you can access these separate funding rules on the [GOV.UK website](#)
- 1.4. This document forms part of the terms and conditions of funding of your AEB, FCFJ and/or NSF Technical Bootcamps or Multiply contract, and you must read them in conjunction with your funding agreement.
- 1.5. You must operate within the terms and conditions of the funding agreement, these rules, the [Performance Management Framework](#) and the [WMCA Coding guidance](#). If you do not, you are in breach of your funding agreement with WMCA.
- 1.6. All information, including any hyperlinks, was correct when the WMCA published this document. During the 2022/2023 funding year, this document will be kept under review to reflect how we may need to respond to the changing economic context.
- 1.7. The WMCA reserves the right to make changes to these rules and will publish any updated versions on the WMCA website

2. Understanding the terminology

- 2.1. The term 'WMCA' refers to the West Midland Combined Authority.
- 2.2. When WMCA refers to 'you' or 'providers', this includes Colleges, Sixth Form Colleges, independent training providers (ITPs), voluntary community sector providers and Local Authorities who receive funding from us to deliver adult education and training to WMCA residents.
- 2.3. WMCA will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type.
- 2.4. We use the term 'funding agreement' to include:

2.4.1. conditions of funding (grant)

2.4.2. contract for services

- 2.5. We use the terms 'resident' and 'learner' to cover those whose provision is funded by us.
- 2.6. If we refer to qualifications, either these will be from the Regulated Qualifications Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
- 2.7. If we refer to 'learning aims', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.
- 2.8. If we refer to 'programmes', we mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or non-regulated learning with clearly stated aims supporting agreed outcomes.
- 2.9. Key definitions used and a full glossary of terms is included in [Annex A](#).

3. **Contacting us**

- 3.1. You can contact us through our query mailbox at skills.programmes@wmca.org.uk You can also contact your assigned Skills Delivery Officer.
- 3.2. For Multiply queries use mailbox UKSPF@wmca.org.uk
- 3.3. For data queries, you can contact aebdatareturns@wmca.org.uk

Section 2. Skills Programmes Learner Eligibility

4. WMCA Skills Programmes Learner Eligibility

- 4.1. Providers must make sure an individual is eligible before claiming to fund. It is your responsibility to check the eligibility of the resident at the start of each adult learning aim, and only claim to fund for eligible residents.
- 4.2. To be funded by the WMCA, residents must meet the following criteria:
 - 4.2.1. On the first day of learning, a resident must be aged 19 or older on 31 August within the 2022 to 2023 funding year, reside in a residence with a WMCA postcode and meets the conditions of funding set out in the [Eligibility section](#) of this document.
- 4.3. Residents living in residences that do not have an eligible WMCA postcode will not be funded by the WMCA. They may be funded via the relevant Mayoral Combined Authority (MCA), Greater London Authority (GLA) or ESFA, if you have a contract for service in those areas.
- 4.4. It is the provider's responsibility to ensure that the relevant funding is secured from the relevant funding body in the 2022/23 funding year for their residents.
- 4.5. The WMCA recognises that a resident (from outside) of the WMCA who is unaware of the funding changes due to the devolution of the Skills Programmes, may wish to undertake learning in the WMCA. Most grant providers will have an AEB allocation from the ESFA for non-devolved areas. Where a grant provider does not have an ESFA allocation then we will discuss directly with the provider if this can be supported. We expect these cases to be minimal but will keep this under review and seek feedback from you during the year.
- 4.6. To support in identifying which postcodes fall under WMCA funding the ESFA postcode checker can be found [here](#).
- 4.7. The age of the resident on 31 August in the funding year determines whether the resident is funded through the WMCA's Skills Programmes, methodology. Residents aged 18 or below, or residents aged 19-24 with an Education Health Care Plan, will continue to be funded by the ESFA's young people's funding methodology.
- 4.8. All individuals aged 19 or over on 31 August 2022 who are continuing a programme they began aged 16 to 18 ('19+ continuers') will continue to be funded by the ESFA's young people's funding methodology.
- 4.9. Where the WMCA refers to a resident's age being 19, this relates to the resident being aged 19 on the 31 August within the funding year they start a learning aim. For all other purposes, the age of the resident is taken at the start of each learning aim.

- 4.10. Residents will be eligible for funding for the whole of the learning aim or learning programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the resident's eligibility for funding for any further learning they start.
- 4.11. If an individual starts a learning aim or programme and is not eligible for funding, WMCA will not fund their learning while they remain ineligible.
- 4.12. When we refer to the Employment Status of the learner, this relates to the learner's status on the day they begin their programme of learning.
- 4.13. You must not start a learner who is unable to complete a learning aim in the time they have available i.e. those starting work/university.
- 4.14. Providers must make sure an individual is eligible before claiming to fund.

Section 3. Skills Programmes Residency eligibility

Note: this section is under review and further information will be released shortly

5. Overview

- 5.1. Residents of the WMCA area will be eligible for funding for Skills Programmes if they meet the criteria in the 'who we fund' section, the learning is taking place in England, and they fulfil the residency requirements set out in one or more of the following categories.
 1. WMCA resident on the start date of learning
 2. A UK national or other person with rights of abode
 3. UK nationals in the EEA
 4. EEA nationals in the UK
 5. Other non-UK nationals
- 5.1.2. Residents temporarily outside of England - If someone ordinarily resident in the WMCA area works outside of England as part of their job, they are eligible for funding if some of the learning takes place in England. You cannot claim for the additional expense of delivering learning outside of England or the WMCA.

6. UK nationals and other persons with right of abode

- 6.1. UK nationals or other person with a right of abode¹ who meet the criteria in the 'overview' section above and they:

¹ Persons with the right of abode have the right to live and work in the UK without any immigration restrictions. Further details can be found here: [Prove you have right of abode in the UK.](#)

- 6.2. have been ordinarily resident in the UK or British Overseas Territories or Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning
- 6.3. the British Overseas Territories are listed in [Annex A: eligibility for funding](#)

7. UK nationals in the EEA and Switzerland

- 7.1. Individuals who meet the criteria in the overview section above, and they:
 - 7.1.1. are UK nationals and
 - 7.1.2. are living in the EEA on or before 31 December 2020 (or resident in the UK, having moved there from the EEA or Switzerland after 31 December 2017); and
 - 7.1.3. resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
 - 7.1.4. remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and
 - 7.1.5. the course starting before January 2028 ²
 - 7.1.6. the EEA includes all the countries and territories listed in [Annex A: eligibility for funding](#)

8. EEA and Switzerland nationals in the UK with EU Settlement Scheme

- 8.1. EEA and Switzerland nationals who have obtained either pre-settled or settled status under 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.
- 8.2. the EEA includes all the countries and territories listed in [Annex A: eligibility for funding](#)

9. Irish citizens in UK or Ireland

- 9.1. Irish citizens in the UK or Ireland who have been ordinarily resident in the UK and Islands, and/or Ireland for at least the previous 3 years on the first day of learning.

10. Irish citizens in EEA and Switzerland

- 10.1. Irish citizens who:
-

² This refers to the 7-year offer for UK nationals in EEA and Switzerland. More info on the 7-year offer can be found here: [UK nationals in the EEA and Switzerland: access to higher education and 19+ further education](#)

- 10.1.1. 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
- 10.1.2. resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
- 10.1.3. remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and the start of the course and
- 10.1.4. the course starting before January 2028
- 10.2. the EEA includes all the countries and territories listed in [Annex A: eligibility for funding](#)

11. Other non-UK nationals

- 11.1. Non-UK nationals who have been ordinarily resident in the UK and Islands for at least the previous 3 years on the first day of learning and:
 - 11.1.1. have permission granted by the UK government to live in the UK and such permission is not for educational purposes only, or
 - 11.1.2. have obtained pre-settled or settled status under EUSS
 - 11.1.3. Individuals who meet the criteria in the 'overview' section above, and fulfil the requirements of one or more of the below criteria in this 'Other non-UK nationals' section:

12. Family members of EU nationals

- 12.1. A 'family member' is the husband, wife, civil partner, child, grandchild, dependent parent, or grandparent of a UK national (principal). A family member is eligible for funding if they:
 - 12.1.1. where required to do so, have obtained pre-settled or settled status under EUSS, and
 - 12.1.2. the EU 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

13. Family members of an eligible person of Northern Ireland

- 13.1. Family members of an eligible person of Northern Ireland³ (principal) are eligible for funding if:
 - 13.1.1. they have been living in the UK by 31 December 2020 and
 - 13.1.2. they have obtained pre-settled or settled status under EUSS, and

³ Further information, can be found here: [Apply for an EU Settlement Scheme family permit to join family in the UK: Apply if you're joining a person of Northern Ireland.](#)

13.1.3. 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

14. Joining family members under the EU Settlement Scheme

- 14.1. Family members of an EEA or Swiss national can apply to EUSS ⁴ 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).
- 14.2. The joining family member must also be ordinarily resident in the UK, Gibraltar, EEA, and/or Switzerland for at least the previous 3 years on the first day of learning.

15. Late applications to the EU Settlement Scheme

- 15.1. The closing date for EUSS was 30 June 2021 (except for joining family members of EEA or Swiss nationals). After this date, EEA and Swiss nationals applying for courses starting in the 2021 to 2022 academic year and beyond are generally eligible for funding only if they have been granted pre-settled or settled status under EUSS. However, there may be individuals who have reasonable grounds for making a late application to EUSS and, there may also be some individuals who have made an EUSS application on time but are still waiting on a final decision on their status from the Home Office, including those that have lodged an appeal. Once a valid application has been made to EUSS (evidenced by receipt of a certificate of application), the applicant will have temporary protection, pending the outcome of that application.
- 15.2. These individuals may be eligible for funding if they:
 - 15.2.1. have been ordinarily resident in the relevant area for at least the previous 3 years on the first day of learning, and
 - 15.2.2. have a certificate of application, and
 - 15.2.3. are family members of EEA/Swiss nationals (if applicable)

⁴ Further information can be found here: [Apply for an EU Settlement Scheme family permit to join family in the UK: Apply if you're joining a family member from the EU, Switzerland, Norway, Iceland or Liechtenstein.](#)

16. Individuals with certain types of immigration status and their family members

- 16.1. Any individual with any of the statuses listed below, or leave under the listed schemes, is eligible to receive funding and is exempt from the 3-year residency requirement rule:
- 16.1.1. Refugee status
 - 16.1.2. Discretionary Leave to enter or remain
 - 16.1.3. Exceptional leave to enter or remain
 - 16.1.4. Indefinite leave to enter or remain ⁵
 - 16.1.5. Humanitarian protection
 - 16.1.6. Leave outside the rules
 - 16.1.7. Ukraine Family Scheme
 - 16.1.8. Ukraine Sponsorship Scheme (Homes for Ukraine)
 - 16.1.9. Ukraine Extension Scheme
 - 16.1.10. The husband, wife, civil partner or child of any of the above in the first 8 bullet points in this list
 - 16.1.11. Section 67 of the Immigration Act 2016 leave ⁶
 - 16.1.12. Calais leave to remain ⁷
 - 16.1.13. British Nationals evacuated from Afghanistan under Operation Pitting
 - 16.1.14. British Nationals evacuated from Afghanistan by UK government before 6 January 2022
- 16.2. In relation to the above categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

17. Extension or variation of current immigration permission

- 17.1. Any learner or family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.

⁵ This includes Afghans eligible under the Afghan Relocation and Assistance policy (formally known as Locally Engaged Staff under the intimidation policy). [▶](#)

⁶ A child of a person who has received leave under section 67 of the Immigration Act 2016 will come under this bullet point where they have been granted "leave in line" by virtue of being a dependent child of such a person. [▶](#)

⁷ A child of a person who has received Calais leave to remain will come under this bullet point where they have been granted "leave in line" by virtue of being a dependent child of such a person

- 17.2. Therefore, a learner or family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.
- 17.3. You may wish to find information, advice and support on eligibility from the [UK Council for International Student Affairs](#).
- 17.4. The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds do not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

18. Children of Turkish workers (WMCA resident)

- 18.1. A child of a Turkish worker is eligible if both the following apply:
 - 18.1.1. 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
 - 18.1.2. 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

19. Asylum seekers (WMCA resident)

- 19.1. Asylum seekers are eligible to receive funding if they:
 - 19.1.1. 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
 - 19.1.2. are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the [Care Act 2014](#)
- 19.2. An individual who has been refused asylum will be eligible if:
 - 19.2.1. 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
 - 19.2.2. they are granted support for themselves under [section 4 of the Immigration and Asylum Act 1999](#), or
 - 19.2.3. are receiving local authority support for themselves under [section 23C](#) or [section 23CA of the Children Act 1989](#)

20. Persons granted stateless leave (WMCA residents)

- 20.1. A person granted stateless leave is a person who:
 - 20.1.1. has extant leave to remain as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)); and

- 20.1.2. has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave
- 20.2. A stateless person must:
 - 20.2.1. be ordinarily resident in the UK on the first day of the first funding year of the course; and
 - 20.2.2. have been ordinarily resident in the UK and Islands throughout the 3-year period preceding the first day of the first funding year of the course
- 20.3. Certain family members are also eligible under this category if:
 - 20.3.1. the spouse or civil partner of a person granted stateless leave (and who was the spouse or civil partner of that person on the leave application date), who is ordinarily resident in the UK on the first day of the first funding year of the course, and who has been ordinarily resident in the UK and Islands throughout the 3-year period preceding the first day of the first funding year of the course; or
 - 20.3.2. the child of a stateless person or of the stateless person's spouse or civil partner (and who was the child of that stateless person or the child of the stateless person's spouse or civil partner on the leave application date), was under 18 on the leave application date, is ordinarily resident in the UK on the first day of the first funding year of the course, and has been ordinarily resident in the UK and Islands throughout the 3 year period preceding the first day of the first funding year of the course
- 20.4. "Leave application date" means the date on which a person is granted stateless leave made an application to remain in the UK as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#)).

21. Individuals who are not eligible for funding

- 21.1. You must not claim funding for individuals who do not meet the eligibility criteria set out in the [residency eligibility](#) section (from 'overview' up to and including 'persons granted stateless leave'). Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
 - 21.2. those who are here without authority or lawful status
 - 21.3. those who are resident in the UK on a student visa unless they are eligible through meeting any other of the categories described above
 - 21.4. those who are in the UK on holiday, with or without a visa
 - 21.5. those who are a family member of a person granted a student visa, who have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous 3 years on the first day of learning

- 21.6. those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

22. Residents in the armed forces

- 22.1. The WMCA will fund armed forces personnel, Ministry of Defence (MoD) personnel or civil and crown servants where they are residents within the WMCA area and meet the criteria in [Learner Eligibility](#) section,
- 22.2. The WMCA will fund British armed forces, Ministry of Defence personnel or civil crown servants on postings outside of the UK, including their family members, who are treated as ordinarily resident in the UK, who meet the criteria in the [Learner Eligibility](#) section, and are eligible for ESFA funded Skills Programmes funding.
- 22.3. Members of other nations' armed forces stationed in WMCA, and their family members, aged 19 and over, set out in the [Learner Eligibility](#) section are eligible for funding if the armed forces individual has been ordinarily resident in England for three years.
- 22.4. The WMCA will not fund family members that remain outside of the WMCA area.

23. Residents outside of the WMCA

- 23.1. You must not actively recruit learners who live or work outside of the West Midlands Combined Authority areas.
- 23.2. Residents living in residences that do not have an eligible WMCA postcode will not be funded by the WMCA.
- 23.3. They will be funded via the relevant Mayoral Combined Authority (MCA), Greater London Authority (GLA) or ESFA.
- 23.4. It is the provider's responsibility to ensure that the relevant funding is secured from the relevant funding body in 2022/23 funding year for their residents.
- 23.5. The ESFA postcode checker can be [found here](#).

Section 4. Skills Programmes Funding Rules

24. Introduction.

- 24.1. From 1st August 2019, the West Midlands Combined Authority (WMCA) became responsible for certain adult education functions of the Secretary of State under the Apprenticeships, Skills, Children and Learning Act 2009. This transfer of functions was achieved by way of orders made under the Local Democracy, Economic Development and Construction Act 2009 and the West Midlands Combined Authority (Adult Education Functions) Order 2018 (SI 2018/1144)

- 24.2. Ministers have agreed under a Memorandum of Understanding and a Data Sharing Agreement certain functions and activities will be undertaken by the Education and Skills Funding Agency (ESFA) on behalf of the WMCA for the 2022/23 funding year.
- 24.3. The WMCA is publishing these funding rules, which will apply to providers in receipt of devolved WMCA, Adult education budget funding, Free Courses for Jobs (FCFJ) funding and the National Skills Fund (NSF) Technical Bootcamps and Multiply, funding from 1 August 2022, for delivery to residents in the West Midlands. This excludes the 19-24 traineeship programme and apprenticeships.
- 24.4. These Skills funding rules apply to all residents in the WMCA area starting new learning aims on or after 1 August 2022. The WMCA will also have responsibility for continuing residents who commenced learning in 2021/2022. You must ensure you meet the cost of continuing learners within your WMCA Skills Programmes allocation.

25. Principles of funding

- 25.1. WMCA have set out our strategy for 2022-25 which can be found [here](#).
- 25.2. We will fund eligible learners where the WMCA have formally agreed the allocation and qualifications with the provider.
- 25.3. Contract for Services Providers can only deliver what has been agreed within the Delivery Plan. The WMCA will also monitor your performance to ensure that the funding you received from the WMCA is delivering high-quality provision for adults within the WMCA area and represents good value for money.
- 25.4. You must hold evidence to assure us that you are using WMCA funding appropriately. Most evidence will occur naturally from your normal business process, but if required by the WMCA, additional evidence should be retained. It is a condition of funding that all outcomes for WMCA residents, either directly delivered by you or your supply chain delivery members, are recorded on the ILR.
- 25.5. The WMCA Skills funding must only be utilised to fund WMCA residents. Funding cannot be transferred between different budgets, including, where applicable, your ESFA Adult Education Budget, Free Courses for Jobs (FCFJ) funding and the National Skills Fund (NSF) Technical Bootcamps, and Multiply Apprenticeships, and advanced resident loans.
- 25.6. If the WMCA considers the delivery is not resulting in positive outcomes for adults in the WMCA area and/or the quality of provision is not to the required standard, the WMCA may (following a discussion with you) reduce your grant allocation or contract value. Equally, if you are finding it difficult to deliver your allocation or have unmet demand, then we want you to tell us.

- 25.7. Additional information is contained in the [Skills Programmes Provider Payment & Performance Management Framework](#).
- 25.8. [Skills Programmes Provider Payment & Performance Management Framework](#), should be read alongside your Contract/Grant Agreement and WMCA funding rules, as they all form part of your contractual relationship with the WMCA.
- 25.9. You must provide accurate unique resident number (ULN) information to awarding organisations and ensure all information you use to register residents for qualifications is correct. You can find more information about the [Personal Learner Record Service](#).
- 25.10. The WMCA may make concessions in the funding rules responding to a specific economic event impacting residents e.g., pandemic, climate event or significant restructuring of large employer leading to residents at risk of redundancy. This will be agreed upon on a case-by-case basis.
- 25.11. Additional principles of funding for Free Courses for Jobs (FCFJ) funding can be [here](#).
- 25.12. Additional principles of funding for National Skills Fund (NSF) Technical Bootcamps can be found [here](#).
- 25.13. Additional principles for funding Multiply can be found [here](#)

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26. What the WMCA will not fund

- 26.1. Provision that is not part of a provider's delivery plan or has not been given prior written approval via our internal business case process.
- 26.2. Qualifications, units or learning aims that are not listed on [finding a learning](#) aim or on the [DfE list of qualifications approved for funding](#).
- 26.3. Residents that do not have an eligible WMCA postcode.
 - 26.3.1. It is a provider's responsibility to ensure the relevant funding is secured from the relevant funding body in 2022/23 for their residents.
- 26.4. You must not claim funding where a resident only sits or resits a learning aim assessment or examination and no extra learning takes place.
- 26.5. You must not claim funding for any provision you deliver to a resident whose learning is taking place outside of the WMCA.
- 26.6. You must not claim funding for any part of any resident's learning aim or programme that duplicates provision they have received from any other source.
- 26.7. Training through WMCA funded Skills programmes, where a learner is undertaking or planning to undertake an apprenticeship and where that training will:
 - 26.7.1. replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
 - 26.7.2. offer career-related training that conflicts with the apprenticeship aims

- 26.7.3. be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to
- 26.8. The WMCA will not fund a resident to repeat the same regulated qualification where they have previously achieved it unless it is for any GCSE where the resident has not achieved grade C, or grade 4, or higher.
- 26.9. You must not use your WMCA Skills allocation to deliver provisions to residents in custody. The Ministry of Justice funds prison education in England. Please note, that you can use your WMCA Skills Programmes to fund individuals released on temporary licence.
- 26.10. Skills Bootcamps are also open, to serving prisoners due to be released within 6 months of completing a Skills Bootcamp, and those on temporary release.

27. Fees and charging

- 27.1. 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.
- 27.2. 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.
- 27.3. When charging a fee to co-funded learners, the sum of the government contribution and the learner's fee must not exceed the fully funded weighted rate for the learning aim, and the learner should not have to pay more than 50% of the unweighted rate.

28. Qualifying days for funding

- 28.1. A resident 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.
- 28.2. The guidance below sets out the minimum days required for funding

| Planned length of learning aim | Minimum qualifying days |
|--------------------------------|-------------------------|
| 168 or more days | 42 days |
| 14 – 167 days | 14 days |
| Fewer than 14 days | 1 day |

- 28.3. This does not apply where the resident achieves the learning aim.
- 28.4. Please note this doesn't apply for Lot 8 Digital bootcamps, which will be based on a different payment methodology. Refer to Lot 8 [Digital bootcamp guidance](#) for more information

- 28.5. Multiply, which will be based on a different payment methodology. Refer to Multiply Operational Plan issued with your contract.

29. Recognition of prior learning

- 29.1. A resident could have prior learning that has been previously accredited by an awarding organisation or could be formally recognised and count towards a qualification. If this is the case, you must:
- 29.1.1. reduce the funding amount claimed for the learning aim by the percentage of learning and assessment the resident does not need
 - 29.1.2. follow the policies and procedures set by the awarding organisation for delivery and assessment of the qualification
 - 29.1.3. not claim funding if the prior learning meets the full requirements of the awarding organisation to achieve the learning aim
 - 29.1.4. ensure you have a robust internal RPL policy and appropriate resources to deliver RPL
- 29.2. You must not use prior learning to reduce funding for:
- 29.2.1. English and maths qualifications up to and including level 2
 - 29.2.2. Essential digital skills qualifications up to and including level 1
- 29.3. The WMCA does not set limits on the length of time of either prior learning or previously certificated learning. However, where the individual's learning and/or achievement occurs outside of five years, you must assess whether the learning is still valid and relevant.
- 29.4. If a resident 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. You can access ILR information in the guidance linked [here](#).

30. Starting, participating, and achieving

- 30.1. You can only claim WMCA-funded Skills Programmes when directly related to learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing, or similar learning.
- 30.1.1. You can only claim additional activity if this was agreed as part of your Delivery Plan.
- 30.2. For your direct delivery, and any subcontracted delivery, you (and where relevant, your supply chain delivery member(s)) must have a valid UKPRN, direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.
- 30.3. Delivery of the qualification (including resident registration with the awarding organisation) for direct delivery and any delivery by your supply chain

member(s) must be in line with the qualification specification and guidance set out by the relevant awarding organisation.

- 30.4. You must have evidence that the learning took place, and the resident was not certificated for prior knowledge.
- 30.5. Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the resident receives them. You must evidence this has happened in the resident file.

31. Breaks in learning

- 31.1. You can suspend learning while the resident takes an agreed and organised break from learning, where it is known that the intention of the resident is to return.
- 31.2. This allows the resident to continue later with the same eligibility that applied when they first started their learning. Typical examples include for economic reasons, long term sickness, maternity leave or religious trips.
- 31.3. You must record the date a learner starts a break in learning and the date they restart their learning in the ILR.
- 31.4. 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.
- 31.5. Breaks in learning must not be used to 'suspend' learning where contact is lost, or the attendance or academic performance of the resident is poor.
- 31.6. You must not use a break in learning for short-term absences, such as holidays or short-term illness.
- 31.7. The WMCA will not fund a resident during a break in learning.

32. Confirmation and signatures

- 32.1. The resident or employer must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
- 32.2. The WMCA accepts electronic evidence, including digital signatures, but you must have wider systems and processes in place to ensure that residents exist and are eligible for funding. You must keep effective and reliable evidence.
- 32.3. Both electronic and digital signatures are acceptable, we do not specify which should be used, only that a secure process to obtain and store signatures is followed:
 - 32.3.1. 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.

- 32.3.2. An electronic signature can be anything from a check box to a signature and/or
- 32.3.3. A digital signature is where a document with an electronic signature is secured by a process making it non-refutable.
- 32.3.4. 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
- 32.4. Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure 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.
- 32.5. You are responsible for making the evidence you hold easily available when the WMCA needs it.

33. Self-declarations by residents

- 33.1. All self-declarations must confirm the resident's details and describe what the resident is confirming, which includes requirements set out in this document.
- 33.2. If a resident self-declares prior attainment, you must check this in the [personal learning record \(PLR\)](#) and query any contradictory information with the resident. The PLR will not necessarily override the resident's self-declaration.
- 33.3. WMCA-funded residents must also complete a self-declaration form to confirm that they are employed if they are undertaking WMCA flexibilities for those in employment. Where self-declaration for employment outcomes is being made, WMCA will require additional evidence as proof of employment i.e. wage slip.

34. Leaving learning

- 34.1. You must report the learning actual end date in the ILR for a resident who leaves learning as the last day, to evidence that they took part in learning.
- 34.2. As a condition of funding, all destinations and/or progression details of WMCA residents are a mandatory requirement, this includes Community Learning.
- 34.3. Providers must limit 'unknown' destination reporting.
- 34.4. Destination and progression must be detailed in the defined fields within the ESFA ILR.
- 34.5. All resident postcodes must be accurately recorded at the start of an aim.
- 34.6. It is mandatory to update destination and progression data in the ILR monthly.

35. Data Submission - Individualised learner record (ILR) & Course Data

- 35.1. You must submit ILR data or other agreed formats of learner data from the beginning of the academic year (R01) and then monthly. We expect providers

to notify WMCA should you be unable to submit for any reason. The WMCA reserves the right not to make payments if your learner data is not submitted.

- 35.2. You must accurately complete all ILR fields as required in the ILR specification, even if they are not required for funding purposes.
- 35.3. 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.
- 35.4. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible individuals. You must not report inaccurate information that would result in an overstatement of the funding claimed.
- 35.5. Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.
- 35.6. In addition to the information in this section, the [Performance and management](#) rules have been provided, which sets out how you should submit data and how the WMCA will undertake its financial due diligence, make payments, performance manage, audit and gain assurance from its providers.
- 35.7. WMCA has provided extra guidance regarding ILR coding; please refer to the [WMCA Coding guidance](#) for more information.
- 35.8. You should also refer to the [ESFA ILR specification](#) and provider manual for 2022/23, and any other relevant documents referred to in those documents.

36. Match funding

- 36.1. The WMCA reserves the right to match this funding at source.
- 36.2. You must not use the payments that we make to you in 2022/23 as match funding for any ESF projects with any co-financing organisation or Managing Authority direct bids without clear written permission in advance from the WMCA.
- 36.3. Match funding requests should be submitted at least 3 weeks prior to providers making a bid for ESF funds.
- 36.4. Where approved WMCA devolved Skills Programmes will only be eligible as match for activity across the seven constituent local authorities. These include Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton.
- 36.5. Where approved,
 - 36.5.1. you must return complete ILR data, including contact details such as telephone numbers, and you must only return 'not knowns' in exceptional circumstances. You must ensure data for employment status prior to starting, household situation, prior attainment and destination is returned, as these are important for match funding. If the information is not provided, or 'not known', or is not available, then you must use 'learner has withheld this information'.

36.5.2. You and your supply chain must follow the retention of documents, 'publicity' and horizontal themes rules, and provide evidence as detailed in the [funding and performance management rules 2014 to 2020 European Social Fund \(ESF\) programme](#).

36.5.3. You and your supply chain must follow the evaluation, surveys and annual implementation reporting rules in the ESF 2014 to 2020 funding rules.

36.5.4. You must keep to the rules of the ESF programme, or you will break the conditions of your contract, and this could result in us recovering funds. This includes keeping to the eligibility evidencing rules in the 'evidence pack' section of this document.

37. Learning in the workplace

37.1. The WMCA will fund learning in the workplace where a resident has a statutory entitlement to full funding for:

37.1.1. [English and/or maths up to and including level 2](#) and/or

37.1.2. [Essential digital skills qualification, up to and including level 1](#)

37.1.3. A [first full level 2](#) or

37.1.4. [First full level 3](#) qualification

37.2. We will fund learning in the workplace for the Free Courses for Job offer.

37.3. The WMCA will also fund learning in the workplace for work experience linked to a Sector Based Work Academy (SWAP) as part of your delivery plan.

37.4. The WMCA will consider funding provision in the workplace where:

37.4.1. The WMCA has agreed a concession related to significant economic shock impacting on groups of residents e.g., large-scale redundancy

38. Job outcome definitions

38.1. Job outcome payments link to standard programmes. For fully funded learners who are unemployed, we will pay 50% of the achievement payment if they start a job before achieving the learning aim. If the learner then achieves the learning aim, we will pay the remaining achievement payment.

38.2. Job outcome payments linked to Pre-employment programmes. For funding the learner must have met the conditions of funding listed in the specification for that course, this could include a day 1 payment and 13-week sustainment. The specification for payment and costing will be found in each programme specification.

38.3. The following conditions apply:

38.3.1. the resident must provide you with evidence through a [declaration](#), that they have a job for 16 hours or more a week for four consecutive weeks. [Universal](#)

[Credit work allowances](#) may still apply for those residents eligible who become employed and will reduce in time based on the earnings taper rate.

- 38.3.2. Where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming these.
- 38.4. 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 four consecutive weeks.
- 38.5. The WMCA will continually review and monitor whether the education and training you provide are delivering positive and agreed outcomes as detailed and agreed by WMCA within your 2022/23 Delivery Plan. If grant providers are reaching the tolerances of their delivery plan, including legal entitlement, you will need to ensure the WMCA is notified.

Section 5. – Skills Programmes Contributions table

39. WMCA contribution table 19- to 23-year-olds

- 39.1. The table below shows the level of WMCA contribution from devolved Skills Programmes funding for 19- to 23-year-olds:

| Provision | Unemployed | Low wage | Employed | Notes |
|--|--|--|--|--|
| English and maths, up to and including level 2 – where resident has not achieved GCSE grade c/4 or above | Fully funded | Fully funded | Fully funded | Must be delivered as part of the legal entitlement qualifications |
| Essential Digital Skills Qualifications up to and including level 1 | Fully funded | Fully funded | Fully funded | Must be delivered as part of the digital legal entitlement qualifications list |
| First Full Level 2 (excluding English and maths) (National policy legal entitlement) | Fully funded | Fully funded | Fully funded | First full level 2 must be delivered as part of the legal entitlement qualifications. Level 2 provision from the local flexibility offer will not be funded for 19- to 23-year-olds who do not have a first full Level 2 refer to the ' local flexibility and legal entitlements ' section |
| Learning aims to progress to a full level 2 – up to and including level 1 | Fully funded (up to and including level 1) | Fully funded (Up to and including level 1) | Fully funded (Up to and including level 1) | Must be delivered as entry or level one provision from local flexibility |
| Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (see local flexibility and legal entitlements section) | Fully funded (up to and including level 1) | Fully funded (up to and including level 1) | Co-funded | Full funding only applies for those eligible through unemployed or who are in receipt of a low wage |
| First full Level 3 (National policy legal entitlement) | Fully funded | Fully funded | Fully funded | First full level 3 must be delivered as part of the legal entitlement qualification |

| Provision | Unemployed | Low wage | Employed | Notes |
|---|--------------|--------------|--------------|--|
| Level 3 free courses for jobs (FCFJ) offer | Fully funded | Fully funded | Fully funded | Learners without a full level 3 or above can access a qualification on the level 3 adult offer qualification list. Learners who already hold a level 3 or higher and meet the definition of unemployed or who are in receipt of low wage |
| Level 3 (Previously achieved a full level 3 or above) | Loan funded | Loan funded | Loan funded | Availability of loans at level 3+ does not replace the legal entitlement to full funding for residents aged 19 to 23 undertaking their first full level 3. Level 3 flexibility may apply if agreed as part of a flexibility and delivery plan |
| Additional Level 3+ covered under WMCA Flexibility | Fully funded | Fully funded | Fully funded | WMCA approved flex list – The level 3+ are fully funded where they support WMCA priorities related to the movement of residents into work or upskilling those in low pay jobs. This covers: <ul style="list-style-type: none"> Those who do not meet the first full Level 3 (National policy legal entitlement) where they are unemployed/low wage i.e., 2nd level 3 and/or the qualification is not listed on either the legal entitlement or NSF list Those taking their first full level 4/5 – where they are unemployed/low wage For non-low wage employed – providers will still need prior approval through a business case |
| Level 4+ | Loan funded | Loan funded | Loan funded* | Level 4 flexibility may apply if agreed within an agreed flexibility and delivery plan |
| English for Speakers of Other Languages (ESOL) learning up to and including level 2 | Fully funded | Fully funded | Co-funded | Full funding only applies for those eligible through unemployed or who are in receipt of a low wage |

40. WMCA contribution table 24+

40.1. The table below shows the level of WMCA contribution from devolved Skills Programmes funding for 24+

| Provision | Unemployed | Low wage | Employed | Notes |
|---|--------------|--------------|--------------|---|
| English and maths, up to and including level 2 – where resident | Fully funded | Fully funded | Fully funded | Must be delivered as part of the legal entitlement qualifications |

| Provision | Unemployed | Low wage | Employed | Notes |
|---|--------------|--------------|--------------|---|
| has not achieved GCSE grade c/level 4 or above (National policy legal entitlement) | | | | |
| Essential Digital Skills Qualifications up to and including level 1 | Fully funded | Fully funded | Fully funded | Must be delivered as part of the digital legal entitlement qualifications list |
| First Full Level 2 (excluding English and maths) | Fully funded | Fully funded | Co Funded | Full funding only applies for those eligible through unemployed or who are in receipt of a low wage |
| Learning aims to progress to a full level 2 – up to and including level 1 | Fully funded | Fully funded | Co Funded | Full funding only applies for those eligible through unemployed or who are in receipt of a low wage |
| Learning aims up to and including level 2, where the learner has already achieved a first full level 2, or above (see local flexibility and legal entitlements section) | Fully funded | Fully funded | Co-funded | Full funding only applies for those eligible through unemployed or who are in receipt of a low wage |
| First full Level 3 | Fully funded | Fully funded | Fully funded | First full level 3 must be delivered as part of the legal entitlement qualification |
| Level 3 (Previously achieved a full level 3 or above) | Loan funded | Loan funded | Loan funded | Availability of loans at level 3+ does not replace WMCA's legal entitlement to full funding for residents aged 24+ undertaking their first full level 3. Level 3 flexibility may apply if agreed as part of a flexibility and delivery plan |
| Level 3 free courses for jobs (FCFJ) offer | Fully funded | Fully funded | Fully funded | Learners without a full level 3 or above can access a qualification on the level 3 adult offer qualification list. Learners who already hold a level 3 or higher and meet the definition of unemployed or who are in receipt of low wage – All 24+ learners who are not eligible for the level 3 adult offer must refer to the advanced learner loans funding rules |
| Additional Level 3+ covered under WMCA Flexibility | Fully funded | Fully funded | Fully funded | WMCA approved flex list – The level 3+ are full funded, where they support WMCA priorities related to the movement of residents into work or upskilling those in low pay jobs. This cover. <ul style="list-style-type: none"> Those who do not meet the first full Level 3 (National policy legal entitlement) where they are unemployed/low wage i.e., 2nd level 3 and/or the qualification is not listed on either the legal entitlement or NSF list Those taking their first full level 4/5 – where they are unemployed/low wage For non-low wage employed – providers will still need prior approval through a business case |
| Level 4+ | Loan funded | Loan funded | Loan funded | Level 4 flexibility may apply if agreed within an agreed flexibility and delivery plan |

| Provision | Unemployed | Low wage | Employed | Notes |
|---|--------------|--------------|-----------|---|
| English for Speakers of Other Languages (ESOL) learning up to and including level 2 | Fully funded | Fully funded | Co-funded | For those eligible through unemployed or who are in receipt of a low wage |

Section 6. – Skills Programmes Key Definitions

Employed and Unemployed Residents:

The WMCA has chosen to adopt the Department for Work & Pensions labour force survey definition of employment/unemployment. This is:

- Everybody aged 16 years or over is either employed, unemployed or economically inactive. The employment estimates include all people in work including those working part-time. People not working are classed as unemployed if they have been looking for work within the last four weeks and are able to start work within the next two weeks. A common misconception is that the unemployment statistics are a count of people on benefits; this is not the case, as they include unemployed people not claiming benefits.
- Jobless people who have not been looking for work within the last four weeks or who are unable to start work within the next two weeks are classed as economically inactive. Examples of economically inactive people include people not looking for work because they are students, looking after the family or home, because of illness or disability, or because they have retired.

41. Employed

- 41.1. For 2022/23, the WMCA will continue to use the criterion to confirm whether a resident is employed. The WMCA defines residents as employed if they are in receipt of waged income as either a permanent, temporary (including part-time, zero-hour and agency contracts) or self-employed workers.
- 41.2. Providers should ensure that learning for those employed is directly relevant to providing new skills to enable them to progress into new or broader job roles leading to a better-paid jobs.

42. Unemployed & Economically Inactive

- 42.1. For funding purposes, the WMCA defines a resident as 'unemployed' if they are not currently employed and are able to start work or available for work. Providers should ensure that for those unemployed, the learning is directly relevant to their employment prospects and labour market needs and is recorded in the ILP.
- 42.2. The WMCA will also define economically inactive residents who are not currently employed and seeking to secure work through re-training as 'unemployed'. For this cohort of resident's providers should ensure that the

learning is directly relevant to the resident's future career aspirations in work and is recorded in the ILP. The training must also support their employment prospects and labour market needs.

- 42.3. To support assurance, activity providers should secure self-declarations from residents that can be evidenced to identify employment status set out in [Confirmation and signatures](#).

43. Residents in receipt of low wage.

- 43.1. You may fully fund residents who are 'Employed' and would normally be co-funded. You must be satisfied the resident meets both of the following:
- 43.1.1. is eligible for co-funding; and
 - 43.1.2. earns less than £19,350 (£9.90 per hour) based on the real living wage
 - 43.1.3. You must have seen evidence of the resident's gross annual wages in these circumstances. This could be a wage slip within three months of the resident's learning start date, a bank statement showing the paid amount or a current employment contract that states gross monthly/annual wages.
- 43.2. Please note this is not an exhaustive list but must support your decision to award full funding to an individual who would normally be eligible for co-funding.
- 43.3. WMCA will continue to monitor the low wage position in line with the national guidance. Updates to low wage may be communicated in year.

44. Eligible qualifications

- 44.1. Where you deliver regulated qualifications and/or their components, you must ensure they are eligible for WMCA Skills Programmes funding, [approved for funding](#) and available on [Find a learning aim](#).
- 44.2. Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or components in line with the awarding policies and procedures. You must not pre-register students a significant period in advance of the learner starting the qualification.
- 44.3. 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](#).
- 44.4. Before delivering a component you must check with the awarding organisation that they provide a learner registration facility, and the learner can achieve it alone or as part of accumulating achievement towards a qualification.
- 44.5. 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.

45. Supply Chain/Subcontract

- 45.1. We are seeking greater transparency and closer collaboration in relation to the supply chain delivery and those services provided by third parties in the delivery of Skills Programmes. The supply chain rules and commitments are set out in [Skills programme Supply Chain Funding Rules 2022/23](#).
- 45.2. The WMCA requires all its providers to have a clear rationale as to why they use a supply chain in the delivery of the Skills Programmes – this includes recruitment, delivery of teaching, learning or assessment and job finding services. We will require providers to set out rationale at course level as part of the supply chain declaration.
- 45.3. The detailed supply chain arrangements that underpin your funding agreement will need to be agreed as part of your delivery plan. If you do not have an agreement in place at the beginning of the funding year, you cannot enter into a supply relationship without the express written agreement of the WMCA.
- 45.4. If during the funding year, you wish to make in-year changes to your agreed supply chain delivery member or arrangement, you must provide a business case with a clear rationale
- 45.5. This must be approved and agreed with WMCA prior to any additional supply chain delivery procurement activity taking place.
- 45.6. You must not use your supply chain to meet short-term funding objectives.
- 45.7. The WMCA will be reviewing, using the ILR and its performance management reviews, the contributions of supply chain to your Delivery Plan.
- 45.8. The WMCA considered whether to set a funding cap on management fees for supply chains that undertake direct delivery on behalf of providers. We have concluded not to at this time, as we feel to prescribe in this way could inadvertently set a market rate. The WMCA will expect you to retain evidence to support the levels of management fees you charge for training delivery.
- 45.9. The WMCA will implement additional controls related to sub-contracting and associated third party services provided in the delivery of Skills Programmes. More details can be found in WMCA's Skills Programmes Supply Chain funding rules, but the key changes are as follows:
 - 45.9.1. Definition of the sub-contracting to be broadened to supply-chain
 - 45.9.2. Supply chain intent to be set out through declaration
 - 45.9.3. Declaration of course delivery at sub-contractor level
 - 45.9.4. Ofsted inspection outcomes
 - 45.9.5. Requirements for reporting and quality assurance
- 45.10. WMCA will also be restricting the volume and value of WMCA funds held by a sub-contractor through multiple prime contract agreements. Where a supply chain partner delivers for more than one directly contracted provider, the WMCA reserves the right to consolidate the allocation under one direct provider.

- 45.11. Where a provider has a supply chain partner that exceeds £1m, the WMCA will risk assess this arrangement and may decide to cap the arrangement at £1m.
- 45.12. WMCA will be reviewing its supply chain delivery with the view that in further years it will move towards capping supply chain to 25% of delivery. This will be reviewed as part of the PMR process to understand the impact. Please note this doesn't include Lot 9 (SWAP Consortium).

Section 7. – Skills Programmes Evidence

46. Resident file and Evidence pack

- 46.1. You must hold evidence to assure the WMCA that you are using WMCA funded programme appropriately. Most evidence will occur naturally from your normal business process.
- 46.2. You must make sure enrolments for WMCA funded AEB, Free courses for jobs (FCFJ) and NSF (Bootcamps) and Multiply, support your decision to claim funding and support the individual's case for consideration as a resident in England, or any exceptions set out in the [Learner Eligibility](#) section.
- 46.3. 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.
- 46.4. The Resident file will continue to be submitted to the WMCA through the ESFA Hub. The resident file must contain evidence to support the funding you wish to claim from the WMCA.
- 46.5. You must accurately complete all [ILR fields](#) as required in the 2022 to 2023 ILR Specification, published by the ESFA, even if they are not required for funding purposes.
- 46.6. Evidence in the evidence pack must assure the WMCA that the learner exists.
- 46.7. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible WMCA residents. You must not report inaccurate information that would result in an inflated claim for funding.
- 46.8. Where your data does not support the funding, you have claimed, WMCA will act to get this corrected and could recover funds you have claimed.
- 46.9. As a condition of funding, all destinations and/or progression details are a mandatory requirement for WMCA residents, this includes Community Learning. Providers must limit 'unknown' destination reporting. Destination and progression must be detailed in the defined fields within the ESFA ILR. All resident postcodes must be accurately recorded at the start of an aim.
- 46.10. All self-declarations must confirm the resident's details and describe what the resident is confirming for requirements set out in this document.
- 46.11. If a resident self-declares prior attainment, you must check this in the personal learning record (PLR) and query any contradictory information with

- the resident. The PLR will not necessarily override the resident's self-declaration.
- 46.12. If a resident is self-declaring employment and/or sustainment, additional evidence will need to be retained i.e. wage slip.
- 46.13. The resident must confirm information they provide is correct when it is collected.
- 46.14. If the time spent in learning is short, the level of evidence in the resident file would reflect this.
- 46.15. Where you hold information centrally, you only need to refer to the source.
- 46.16. If applicable, the resident file must confirm the following:
- 46.16.1. All information reported to the ESFA for WMCA residents in the ILR and the WMCA Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report for each resident
 - 46.16.2. Your assessment and evidence of eligibility for funding and a record of what evidence the resident has provided
 - 46.16.3. All initial basic skills and diagnostic assessments undertaken to determine a learner's requirements
 - 46.16.4. Information on prior learning that affects the learning or WMCA funding of any of the learning aims or programme
 - 46.16.5. For 'personalised learning programmes', for example, learning not regulated by a qualification, 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.
 - 46.16.6. A description of how you will deliver the learning and skills and how the resident will achieve their outcomes related to further progression e.g., employment, apprenticeship and/or further learning
 - 46.16.7. The supporting evidence about why you have claimed funding and the level of funding for a resident, including details of any resident or employer contribution
 - 46.16.8. Support needs identified, including how you will meet these needs and the evidence of that
 - 46.16.9. Details of any learner or employer contribution
 - 46.16.10. That learning is taking or has taken, place and attendance/participation records are available
 - 46.16.11. A resident's self-declarations as to what state benefits they claim
 - 46.16.12. A resident's self-declarations on their status relating to gaining a job
- 46.17. All records and evidence of achievement of learning aims or learning programme. This must be available within three months of you reporting it in the ESFA ILR for WMCA residents.
- 46.18. You must keep evidence that the resident is eligible for funding. Where the resident 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.
Where your supply chain delivers any provision to the resident, it must clearly identify who it is. This must match the information reported to us in the ESFA ILR for WMCA residents

Section 8. – Skills Programmes Support Funds

47. Support funding

WMCA's over-arching 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 or disability, or a financial barrier, your Skills programme allocation (Where approved) enables you to claim learning support and/or learner support funding to meet the additional needs of learners

Access to learning support funds can be granted, but this must form part of your delivery plan allocation.

48. Support funding

- 48.1. Learning support is available to meet the cost of putting in place a reasonable adjustment, as set out in the [Equality Act 2010](#), for residents who have an identified learning difficulty or disability, to achieve their learning goal.
- 48.2. Learning support must not be used to deal with everyday difficulties that are not directly associated with a resident's learning on their programme.
- 48.3. You must:
 - 48.3.1. carry out a thorough assessment to identify the support the resident needs
 - 48.3.2. agree and record the outcome of your assessment in the resident file
 - 48.3.3. record all outcomes on the resident file and keep all evidence of the assessment of the needs, planned and actual delivery
 - 48.3.4. report in the ESFA ILR that a WMCA resident 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
- 48.4. All learning support claims must be reported in the ILR. To claim any costs that exceed the fixed monthly rate you must also use the earnings adjustment statement (EAS).
- 48.5. You can claim learning support at a fixed monthly rate if you report it in the ILR.
- 48.6. You must use the WMCA EAS if your costs exceed this monthly rate, and you must keep evidence of these costs. You must only record the excess amount on the EAS, not the whole learning support cost. You can find details of how to make a claim in the [coding guidance](#).
- 48.7. You can claim learning support if learning continues past the planned end date and the resident needs continued support.

49. Exceptional learning support claims above £19,000

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).

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.

- 49.1. You must submit ELS claims at the beginning of the resident's programme, or when you identify the resident requires support costs more than £19,000 in a funding year, by completing and sending the [ELS claims document](#).
- 49.2. Claims should be submitted via a business case in a timely manner and will need formal approval before submitting a claim via EAS
- 49.3. To claim exceptional learning support for a resident 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 resident's local authority stating the reason(s) why the individual does not need an EHC plan.
- 49.4. 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.
- 49.5. ELS will be funded from within your Skills Programme allocation.

50. Learner Support (included in Skills Programmes allocation)

- 50.1. Learner support is available to provide financial support for residents with a specific financial hardship preventing them from taking part / continuing in learning. Before you award support to a resident, identify their needs within the following categories:
 - 50.1.1. Hardship funding – general financial support for vulnerable and financially disadvantaged residents to support participation learning
 - 50.1.2. 20+ childcare funding – for residents aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs
 - 50.1.3. Residential Access funding – to support WMCA funded Skills Programmes residents where they need to live away from home
- 50.2. You must not claim more than 5% of your total Learner Support final claim as administration expenditure. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories.
- 50.3. If you do not have a Learner Support allocation, you must follow these rules and claim learner support using the earnings adjustment statement (EAS). Approval for claims must be submitted via a business case in a timely manner

and will need formal approval before submitting a claim via EAS. Additional overview must be submitted to WMCA monthly, please refer to the [Coding guidance](#) for more support.

50.4. You must:

- 50.4.1. have criteria for how you will administer and distribute your funds; these must reflect the principles of equality and diversity and be available to residents and to us on request
 - 50.4.2. assess and record the resident's needs, demonstrating the need for support
 - 50.4.3. report the appropriate Resident Support Reason codes in the 'Resident Funding and Monitoring' fields in the ILR. This does not apply to non-formula community learning
 - 50.4.4. Report your expenditure via the mid-year funding forecast, End of year forecast and final funding claims
 - 50.4.5. consider the availability of other support for residents, for example from Jobcentre Plus
 - 50.4.6. make it clear to residents it is their responsibility to tell the Department for Work and Pensions about any resident support they are receiving from you, as resident support payments may affect their eligibility for state benefits
- 50.5. You must not use resident support funds for any of the following:
- 50.5.1. Essential equipment or facilities if the resident is eligible to full funding. However, these residents can get support funding for childcare, transport, and residential costs
 - 50.5.2. A resident in custody or released on temporary licence
 - 50.5.3. A resident carrying out a higher education course or learning aims fully funded from other sources
 - 50.5.4. To pay weekly attendance allowances or achievement and attendance bonuses

51. **Hardship**

51.1. You can use hardship funds for any of the following:

- 51.1.1. Course-related costs, including course trips, books, and equipment (where costs are not included in the funding rate)
 - 51.1.2. 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
 - 51.1.3. Transport costs (but not a block contribution to post-16 transport partnerships or routinely funded transport costs covered in the Local Authority's legal duty for residents of sixth-form age)
 - 51.1.4. Examination fees
 - 51.1.5. Accreditation fees, professional membership fees and any fees or charges due to external bodies
 - 51.1.6. Your exam registration fees
 - 51.1.7. Support provided by others, or by providing items, services or cash direct to the resident. This can be a grant or a repayable loan
- 51.2. In exceptional circumstances, you can use hardship funds with course fees for residents who need financial support to start or stay in learning

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

52. 20+ childcare

- 52.1. You can only use childcare funding to pay for childcare with a childminder, provider, or childminder agency, registered with Ofsted.
- 52.2. You must not use childcare funding to:
- 52.2.1. fund informal childcare, such as that provided by a relative
 - 52.2.2. set up childcare places or to make a financial contribution to the costs of a crèche
 - 52.2.3. fund childcare for residents aged under 20 on the first day of learning; instead you must direct them to the ESFA's '[Care to Learn](#)' programme
- 52.3. You must not use childcare for those aged 20 years or older to top up childcare payments for those receiving 'Care to Learn' payments.

53. Residential Access funding

- 53.1. You can use residential access funding to support ESFA funded Skills Programmes learners who meet eligibility criteria, 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.
- 53.2. You must:
- 53.2.1. set out the criteria and procedures for considering and agreeing applications for support from your residential access funds
 - 53.2.2. only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances
 - 53.2.3. 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
 - 53.2.4. ensure costs claimed represent value for money for the local area
 - 53.2.5. Where you have your own residential facilities, you must publish your rates

54. ICT devices and connectivity

- 54.1. You can support disadvantaged learners who are undertaking classroom or blended learning to continue to participate via online learning where the learner:
- 54.1.1. does not have internet access at home, and/or
 - 54.1.2. does not have a suitable device, i.e., laptop or tablet, to complete the necessary online course work
- 54.2. You must secure value for money when purchasing IT devices and/or internet access including:
- 54.2.1. deploying any unused devices before you purchase new ones
 - 54.2.2. exploring options to access low cost second hand or recycled devices
 - 54.2.3. avoiding entering long term contract arrangements
 - 54.2.4. 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

- 54.3. 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:
- 54.3.1. they will return the device when their online learning aim(s) complete, or if they leave before completing their learning
 - 54.3.2. they will return the device in the same condition in which they received it
 - 54.3.3. You must maintain an up-to-date record of the loan and return of devices to learners.
 - 54.3.4. You must record the following evidence in the learner's evidence pack:
 - 54.3.5. the outcome of the assessment undertaken to identify the learner's individual needs

Section 9. Free Courses for Jobs (FCFJ) additional Funding Rules

Please note: this policy is subject to potential further amendments and clarifications.

55. Introduction

- 55.1. This section sets out additional funding eligibility rules for learners funded through Free Courses for Jobs (FCFJ). Eligibility rules set out in the [Eligibility section](#) of this document are also applicable to learners funded through FCFJ.
- 55.2. As part of the Lifetime Skills Guarantee, a targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification and, from 1 April 2022, adults who meet the definition of 'low wage' or 'unemployed'. This offer is also known as the free courses for jobs (FCFJ) offer.
- 55.3. The offer includes:
- 55.3.1. level 3 qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults aged 24+ can now access fully-funded level 3 provision from the list of level 3 free courses for jobs (FCFJ) qualifications available via the [DfE list of qualifications approved for funding](#)
 - 55.3.2. WMCA will also fund additional qualifications as listed [below](#) through Free Courses for Jobs. Please note these are only available to fund via WMCA funding.
 - 55.3.3. additional level 3 qualifications for 19 to 23-year-olds that are not included in the legal entitlements
 - 55.3.4. the ability for eligible learners to take one short qualification (identified by category code 49) without exhausting their eligibility. We expect this flexibility to be used where a learner could benefit from a more substantial qualification once they have completed a short qualification

56. Principles of Funding

- 56.1. We will fund eligible learners where the WMCA have formally agreed the allocation and qualifications with the provider.
- 56.2. Providers must make sure an individual is eligible for FCFJ funding before claiming funding for them. It is your responsibility to check the eligibility of the resident at the start of each adult learning aim, and only claim funding for eligible residents.
- 56.3. 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 adult offer.
- 56.4. 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.
- 56.5. When qualifications are added to the list of qualifications included in this offer, they will become eligible for funding from that publication date and will not be backdated to the start of the level 3 adult offer (1 April 2021) or the funding year.
- 56.6. We will fund eligible learners to take one short qualification, followed by one further qualification in the level 3 adult offer, without exhausting their eligibility. Short qualifications are identified by category code 49 which can be found in level 3 free courses for jobs (FCFJ) offer – short qualifications within find a learning aim.
- 56.7. A learner will not be eligible for this additional short qualification offer if they have already achieved one of the short qualifications prior to 1 April 2021.
- 56.8. You must not claim for ESFA Skills Programmes funding where learners are already being funded through an Advanced Learner Loan (ALL) for qualifications that are in the level 3 adult offer. The criteria for ALL can be found in the [Advanced learner loans funding rules 2021 to 2022](#).
- 56.9. You may fund eligible learners who are:
 - 56.9.1. Enrolled on Level 3 qualifications eligible for government funding; and
 - 56.9.2. Those qualifications are in the sector subject areas covered by the Free Courses for Jobs (FCFJ) offer but not included in the national list of qualifications; and
 - 56.9.3. They are technical, vocational, or occupational qualifications

57. Learner Eligibility

- 57.1. To be funded by the WMCA, residents must meet the following criteria:
 - 57.1.1. They are aged 19 or above on 31 August within the 2022 to 2023 funding year

- 57.1.2. They have not achieved a full level 3 qualification, or above, which meets the requirements set out in the full level 3 section; or
- 57.1.3. They have not achieved a qualification available through the level 3 adult offer unless that qualification is a short qualification, as set out below
- 57.1.4. They enrol on the level 3 adult offer qualifications approved for funding with effect from 1 April 2021
- 57.2. From 1 April 2022, we will also fully fund individuals as part of the offer where they:
 - 57.2.1. meet the unemployment or learners in receipt of low wage criteria and
 - 57.2.2. if they already have an existing full Level 3 qualification or higher, or have achieved any other qualification included in the level 3 adult offer qualifications list (DfE list of qualifications approved for funding), that qualification must have been achieved before 1 April 2021 or
 - 57.2.3. if they have achieved a short qualification as set out below, and that was achieved after 1 April 2021, the individual is eligible for one further qualification through the offer
 - 57.2.4. enrol on the level 3 adult offer qualifications approved for funding with effect from 1 April 2022
- 57.3. Once a learner has achieved their qualification(s) in line with the paragraphs above, they will have exhausted their eligibility for the offer.

58. Data Submission

- 58.1. You must accurately complete all ILR fields as required in the ILR specification, even if they are not required for funding purposes.
- 58.2. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible individuals. You must not report inaccurate information that would result in an overstatement of the funding claimed.
- 58.3. Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.
- 58.4. In addition to the information in this section, the [Performance and management rules](#) have been provided, which sets out how you should submit data and how the WMCA will undertake its financial due diligence, make payments, performance manage, audit and gain assurance from its providers.
- 58.5. WMCA has provided extra guidance regarding ILR coding please refer to the [WMCA Coding guidance](#) for more information.
- 58.6. You should also refer to the ESFA ILR specification and provider manual for 2022/23, and any other relevant documents referred to in those documents.
- 58.7. You must:
 - 58.7.1. use LDM code 378 and FFI code 1 to claim funding for learners who meet the requirements above

58.7.2. use LDM code 378, FFI code 1, and LDM code 382 when recording learners who meet the low wage criteria.

58.7.3. record the employment status of learners accessing the offer in the ILR

58.7.4. use category code 49 to identify a short course qualification in [find a learning aim](#)

59. **Additional FCFJ approved qualifications for delivery**

- 59.1. In addition to the [national Free Courses for Jobs qualifications](#), WMCA will also fund additional qualifications as listed below in line with the Free Courses for Jobs (FCFJ) funding eligibility.
- 59.2. You must ensure you use LDM code 378 when recording these learners on the ILR (and LDM code 382 when recording learners who meet the low wage eligibility) and record the employment status of learners accessing the offer in the ILR;
- 59.3. Please note: These qualifications will not attract an uplift.

| Qualification Number | Course Title |
|----------------------|---|
| 60171595 | BTEC National Extended Certificate in Business |
| 60173415 | BTEC National Extended Certificate in Computing |
| 6018498X | Certificate in Web Design and Development (RQF) |
| 60304467 | BTEC National Certificate in Computing |
| 60366783 | Diploma in Advanced Manufacturing Engineering (Development Knowledge) |
| 60094643 | Certificate in Coaching and Mentoring |
| 60330417 | Pearson BTEC level 3 Applied Human Biology |
| 60149309 | Active IQ Level 3 Diploma in Sports Massage Therapy |
| 60304546 | BTEC National Extended Diploma in Information Technology (Level 3) |

Section 10. National Skills Fund Technical Bootcamps additional

Funding Rules

Note: this section is under review and further information will be released shortly

60. Introduction

- 60.1. This section sets out additional funding eligibility rules for learners funded through NSF Technical Bootcamps. Eligibility rules set out in the [Eligibility section](#) of this document are also applicable to learners funded through NSF Technical Bootcamps.
- 60.2. Skills Bootcamps offer free, flexible courses of up to 16 weeks, with a guaranteed job interview (where a candidate is being recruited to a new job or new opportunities), which equip adults with technical skills that enable them to access in-demand jobs, apprenticeships, and new opportunities (including for the self-employed)
- 60.3. They give people the opportunity to build up sector-specific skills and fast-track to an interview with an employer.
- 60.4. Skills Bootcamps are developed in partnership with employers, colleges, training providers and local authorities. They help people in England develop the skills that are in demand in their local area and get a better job.
- 60.5. Skills Bootcamps offer a range of courses, such as:
 - 60.5.1. digital skills, including marketing, coding or data analysis
 - 60.5.2. technical training in areas such as engineering, construction, or logistics (HGV driving)
 - 60.5.3. green skills, for instance, solar energy or agriculture technology

61. Principles of Funding

- 61.1. Providers must make sure an individual is eligible for NSF Technical Bootcamp funding before claiming funding for them. It is your responsibility to check the eligibility of the resident at the start of each adult learning aim, and only claim funding for eligible residents.
- 61.2. Skills Bootcamps must be delivered at Level 3-5 or equivalent, with the exception of Skills Bootcamps in Construction, Green Skills and HGV Driving which may be delivered at Level 2 or equivalent.
- 61.3. All training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education, or utilise a recognised standard for representing attainment (e.g. RARPA, SFIA) – Where the third pathway is chosen, we would expect a higher standard of evidence for employer engagement.

- 61.4. Bootcamps are fully funded for learners, however where these are being delivered/led by an employer, we ask for a 30% contribution from large employers or a 10% contribution from SMEs.

62. Learner Eligibility

- 62.1. To be funded by the WMCA, residents must meet the following criteria:
- 62.1.1. aged 19+ will reach their 19th birthday on or by the 31st August within the 2022 to 2023 funding year (defined for the purposes of eligibility as 01 August – 31 July)
 - 62.1.2. have the right to work in the UK. This can be checked on gov.uk/view-right-to-work
 - 62.1.3. meet residency requirements. Providers should refer to the [Residency Eligibility section](#) before accepting an individual onto a Skills Bootcamp and
 - 62.1.4. live in England, further detail is provided below. You must not actively recruit learners who live or work outside of England.
- 62.2. As the Bootcamps are a national grant the guidance from DfE is that this funding can be used to fund any learner in England, therefore you would not be restricted to funding learners within the prescribed WMCA devolved postcode area.
- 62.3. We are keen to ensure that this funding benefits both residents and businesses within the West Midlands therefore are offering some guidance: You can recruit learners who are in the West Midlands but do not fall into the postcode list previously supplied (this opens it up to learners who sit outside the AEB postcode parameters) this means you can deliver bootcamps to anyone in England however, the expectation is they
- 1. Are either a West Midlands resident and/or
 - 2. Move into a role within the West Midlands
- 62.4. We will fund an individual who does not live in England if specialist skills training is only available in England and the individual intends to work in England as a result of the Skills Bootcamp. We do not expect these numbers to be significant.
- 62.5. Skills Bootcamps are designed for individuals that are closer to the labour market and the assumption is that the majority of participants will have been away from the labour market less than 12 months. A Provider may only deliver a Skills Bootcamp to support adults who have not been in work for longer than 12 months if they judge that a Skills Bootcamp will support them effectively into a job outcome.
- 62.6. No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies offered are situated. However, Providers may have defined selection

processes and/or assessments as part of their approach to recruitment of learners.

- 62.7. An adult may generally only undertake one Skills Bootcamp per funding year (1 April to 31 March) and must not be on more than one Skills Bootcamp at any one time. Providers have an obligation to ask prospective learners whether they have already undertaken a Skills Bootcamp in that funding year.
- 62.8. However, where an individual starts a Skills Bootcamp and then realises that it is not suitable for them for whatever reason, they may start, and be funded for, another Skills Bootcamp so long as only the first milestone payment (or less) has been reached (limited to two per funding year).
- 62.9. Where an individual starts a Skills Bootcamp in one funding year, and for some reason does not complete it until the next funding year, the start date will determine whether they are eligible to undertake another Skills Bootcamp.
- 62.10. Skills Bootcamps should be designed to encourage the participation of underrepresented groups, such as those with protected characteristics and those who might face barriers to employment e.g., veterans.
- 62.11. Skills Bootcamps are also open to serving prisoners due to be released within 6 months of completing a Skills Bootcamp, and those on temporary release.

63. Course length

- 63.1. The Provider must offer Skills Bootcamps of a minimum of 60 Guided Learning Hours (GLH) over a maximum of 16 weeks. GLH are the time a Learner spends being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training, whether online or in person. Pre-recorded content does not count towards GLHs.

64. Course Content & Flexibility

- 64.1. The Provider must ensure that the Skills Bootcamps:
 - 64.1.1. can be reasonably delivered to a Learner concurrently employed in either a full-time or part-time role or around other commitments
 - 64.1.2. are accessible to Learners
 - 64.1.3. training Providers must make reasonable adjustments, as appropriate for those Learners with Protected Characteristics (as defined by the Equalities Act (2010)).
 - 64.1.4. we will not fund any part of any learner's learning aim or programme that duplicates provision they have received from any other source.
- 64.2. The Provider must deliver a 'wraparound service' of Learner support (for example, using a coaching and mentoring approach, from programme application stage, during, and post programme, to move people into jobs/new roles and opportunities. This should include upfront screening of applicants,

soft skills (or work readiness) training to support the occupational skills training, vacancy/role/opportunity identification, providing pastoral services to help participants complete the Skills Bootcamp and follow-up services to participants and employers to support job placement mentorship, pastoral support) and high-quality advice and guidance to support the learner into a positive employment outcome (for example, CV writing support, mock interviews).

- 64.3. We expect all Learners to progress on to a guaranteed job interview upon the completion of the Skills Bootcamp, in the case of a new job.
- 64.4. The Provider may deliver Skills Bootcamps remotely, online or face to face or through a blended approach.

65. Data Submission

- 65.1. You must accurately complete all ILR fields as required in the ILR specification, even if they are not required for funding purposes.
- 65.2. In addition, providers are asked to complete a spreadsheet monthly, which should be returned by the 10th working day to skill.programmes@wmca.org.uk
- 65.3. Please note, if you deliver multiple Skills Bootcamp, then a separate return is required for each Skills Bootcamp.
- 65.4. multiple cohorts of the same Skills Bootcamp delivered by a single provider must be captured on the same data return.
- 65.5. Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.
- 65.6. In addition to the information in this section, the [Performance and management rules](#) have been provided, which sets out how you should submit data and how the WMCA will undertake its financial due diligence, make payments, performance manage, audit and gain assurance from its providers.
- 65.7. WMCA has provided extra guidance regarding ILR coding please refer to the [WMCA Coding guidance](#) for more information. Providers will also have been issued with the DfE Bootcamp data return guidance.
- 65.8. Data must be reported in a timely manner; however, outcomes can be achieved up to 6 months from the end of the funding year – up to 30 September 2023.

66. Employer Co-Funded Learners

- 66.1. Skills Bootcamps must be co-funded at 30% of the agreed unit rate by the employer where the employer is training their own existing employees (defined as someone directly employed by the employer, not a worker, sub-contractor, or freelancer).
- 66.2. This is reduced to 10% where the employer is a small or medium sized enterprise (SME) (defined as an employer with less than 250 employees).

- 66.3. The entirety of the cash co-funding contribution must be from the employer.
- 66.4. Courses are fully funded by Government for individuals not being co-funded by their employer, and for the self-employed.
- 66.5. Providers are free to agree further funding contributions from employers should they want to spend more on delivering the Skills Bootcamps.
- 66.6. Individual learners **must not** be charged.

67. Evidence requirements

- 67.1. The DfE and WMCA will conduct random sampling checks of learner and employer evidence throughout the duration of the grant period aligned to reporting periods. We reserve the right to vary the volume and cadence of checks over the lifetime of the contract.
- 67.2. At the specified submission points, you will receive a random sample based on the learner data included within the data returns. This will be presented in a table and sent to you to complete as you collate the required evidence.
- 67.3. It is therefore imperative that you have access to learner evidence for 100% of learners who are participating in the Skills Bootcamps.
- 67.4. The evidence checks are retrospective by default and do not impact our ability to authorise payment claims. However, if any issues arise from any part of the process relating to data returns, payment claims or previous evidence checks, we reserve to right to conduct evidence checks in advance of releasing payment
- 67.5. At mobilisation, the DfE shared a 'suggested evidence' template. This includes expected evidence requirements for all learner profiles at all stages of the Skills Bootcamp journey.
- 67.6. Providers must ensure that residents meet the eligibility as set out in this document.
- 67.7. Evidence includes but is not limited to the below:

| Milestone | Evidence |
|------------|---|
| Start | <ul style="list-style-type: none"> • Proof of Day 1 of attendance and evidence of 5 GLH and 5 qualifying days (calendar days) have elapsed. • |
| Completion | <ul style="list-style-type: none"> • *Successful completion of a Skills Bootcamp training course. • Evidence of one of the below depending on resident: <ul style="list-style-type: none"> ○ independent learner/unemployed residents - Written confirmation of an offer of an interview, where an ○ Self-employed residents - Written confirmation from the learner of how the new learning/skills has been/will be applied to acquire new opportunities/contracts. |

| | |
|---------|--|
| | <ul style="list-style-type: none"> ○ Co-funded resident - Written confirmation from the employer of offer of an interview for new role which utilises skills gained through the Skills Bootcamp or written confirmation from an employer that the learner is equipped to take on additional responsibilities which utilises skills gained through Skills Bootcamp. |
| Outcome | <ul style="list-style-type: none"> ● Evidence of one of the below depending on resident: <ul style="list-style-type: none"> ○ independent learner/unemployed residents – Offer of new job which must be continuous employment for at least 12 weeks or an apprenticeship. ○ Self-employed residents – The learner obtaining new contracts or new opportunities linked to the Skills Bootcamp. ○ Co-funded resident - A new role or additional responsibilities in an existing role - all outcomes must utilise the skills acquired via the Skills Bootcamp. |

*Given the varied nature of Skills Bootcamps training courses, 'successfully finishing the training course' will be as agreed between WMCA and the provider but must include passing any required assessments.

68. Quality Assurance Team

- 68.1. The intention of this team is to support providers, to deliver consistently high-quality Skills Bootcamps, identify and share best practice and promote continuous improvement in Skills Bootcamps delivery now and in the future.
- 68.2. We will work alongside you in the process of Quality Assuring and where possible improving the delivery of Skills Bootcamps.
- 68.3. In the near-term, we plan to conduct visits to each Skills Bootcamp to observe teaching and learning, have discussions with key staff, learners, and other stakeholders, as well as reviewing relevant documentation.

69. Whistleblowing and Complaints Guidance

- 69.1. Providers, and where appropriate sub-contractors, must ensure that all applicants, learners, and staff linked to Skills Bootcamps delivery are aware of the DfE's [Whistleblowing and Complaints](#) policies and processes.
- 69.2. Whistleblowing involves entering a 'whistleblowing' [webform](#).
- 69.3. Whistleblowing entries for Skills Bootcamps must be clearly marked as 'Skills Bootcamps' and will be submitted via the DfE's whistleblowing submission process and will be escalated to the relevant policy team.
- 69.4. Provider should ensure this information is passed onto residents.

Section 11. – Multiply additional Funding Rules

70. Introduction

- 70.1. This section sets out additional funding eligibility rules for learners funded through Multiply. Eligibility rules set out in the Eligibility section of this document are also applicable to learners funded through Multiply.
- 70.2. The overall objective of Multiply is to increase the levels of functional numeracy in the adult population (aged 19 years and above) across the UK, as identified by the following success measures:
- 70.2.1. More adults achieving maths qualifications courses (up to, and including, Level 2 –with GCSEs and FSQs as the qualifications of choice in England – or equivalent);
 - 70.2.2. Improved labour market outcomes e.g., fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education; and
 - 70.2.3. Increased adult numeracy across the population –this overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work -and to feel more confident when doing so.
- 70.3. WMCA strategic priority for Multiply Funding will be primarily focused on those in-work within our Region helping adults find employment, progress at work, and improve their earnings and labour market outcomes. The WMCA's aim is to reduce the number of residents with no or low qualifications across our region.

71. Principles of Funding

- 71.1. We will fund eligible learners where the WMCA have formally agreed the allocation and business case (delivery plan) with a provider.
- 71.2. Providers must make sure an individual is eligible for Multiply funding before including them in their claim. It is your responsibility to check the eligibility of the resident at the start of each adult learning aim, and only include eligible residents in your claim.
- 71.3. It is your responsibility to ensure that an individual meets the requirements of the funding and target groups outlined in your Business Case schedule, issued as part of your contract.
- 71.3.1. A condition that Multiply funds will only be provided where learners are engaged in safe and appropriate learning environments;
 - 71.3.2. A condition that Multiply funds will only be provided where learners are protected from extremism and the provider complies with the 'Prevent' Duty guidance:<https://www.gov.uk/government/publications/prevent-duty-guidance>)

71.3.3. A requirement that arrangements exist for the appropriate handling and protection of Multiply learner data; and

71.3.4. A requirement of equal treatment and access to provision for Multiply funded learners and relevant adjustments under the Equality Act 2010:
<https://www.gov.uk/guidance/equality-act-2010-guidance>

72. Learner Eligibility

72.1. To be funded by the WMCA, residents must meet the following criteria:

72.1.1. aged 19 or above on 31 August, on the first day of learning within the 2022 to 2023 funding year

72.1.2. do not already hold a Level 2 maths

73. Data Submission

73.1. Data submissions for Multiply will be processed in 2 ways: through the Individual Learner Record (ILR) and through completion of the WMCA Multiply Monitoring Sheet. These must be submitted in line with the guidance provided in the Operational Plan within your contract.

73.2. You must accurately complete all ILR fields as required in the ILR specification, even if they are not required for funding purposes.

73.3. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible individuals. You must not report inaccurate information that would result in an overstatement of the funding claimed.

73.4. Where your data does not support the funding claimed, we will take action to correct this, and we could recover funds you overstated.

73.5. In addition to the information in this section, the Multiply Operational Plan has been provided with your contract, which sets out how you should submit data and how the WMCA will undertake its financial due diligence, make payments, performance manage, audit and gain assurance from its providers.

73.6. WMCA has provided extra guidance regarding ILR coding please refer to the [WMCA Coding guidance](#) for more information.

73.7. You should also refer to the [ESFA ILR specification and provider manual for 2022/23](#), and any other relevant documents referred to in those documents.

73.8. You must:

73.8.1. Use funding model 99 and LDM code 385 to identify learners undertaking Multiply funded provision which is adult numeracy up to L2.

73.8.2. Record the employment status of learners accessing the offer in the ILR and in the WMCA Multiply Monitoring Sheet.

73.8.3. Multiply specific non-regulated learning aims that are available to be used can be found in the coding guidance.

73.8.4. Learners participating in regulated numeracy courses through Multiply should be recorded on the existing regulated learning aims.

74. Evidence requirements

- 74.1. The DfE and WMCA will conduct random sampling checks of learner and employer evidence throughout the duration of the grant period aligned to reporting periods. We reserve the right to vary the volume and cadence of checks over the lifetime of the contract.
- 74.2. At the specified submission points, you will receive a random sample based on the learner data included within the data returns. This will be presented in a table and sent to you to complete as you collate the required evidence.
- 74.3. It is therefore imperative that you have access to learner evidence for 100% of learners who are participating on Multiply programmes.
- 74.4. The evidence checks are retrospective by default and do not impact our ability to authorise payment claims. However, if any issues arise from any part of the process relating to data returns, payment claims or previous evidence checks, we reserve to right to conduct evidence checks in advance of releasing payment
- 74.5. Evidence that you hold for learners should include but is not limited to the documents listed in your Operational Plan.
- 74.6. Given the varied nature of Multiply courses, evidence of successfully completing a training course will be agreed between WMCA and the provider but must include evidence of passing any assessments for regulated qualifications.

75. Quality Assurance Team

- 75.1. The intention of this team is to support providers, to deliver consistently high-quality programmes, identify and share best practice and promote continuous improvement in Multiply delivery now and in the future.
- 75.2. We will work alongside you in the process of Quality Assuring and where possible improving the delivery.
- 75.3. In the near-term, we plan to conduct visits to each provider to observe teaching and learning, have discussions with key staff, learners, and other stakeholders, as well as reviewing relevant documentation.

76. Whistleblowing and Complaints Guidance

- 76.1. Please refer to your contract and Operational Plan for guidance on all required policies and processes relating to Whistleblowing and [Complaints](#). This should be considered alongside the [Whistleblowing and Complaints](#) policies and processes.
- 76.2. Whistleblowing involves entering a 'whistleblowing' [webform](#).

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- 76.3. Whistleblowing entries for Multiply must be clearly marked as 'Multiply' and will be submitted via the DfE's whistleblowing submission process and will be escalated to the relevant policy team.
- 76.4. Provider should ensure this information is passed onto residents.

Section 12. – AEB Legal entitlements

77. Legal Entitlements

The WMCA AEB supports 4 legal entitlements to full funding for eligible adult learners.

Note: The legal entitlements for level 2 and level 3 follow the definition of fullness in below. 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 attained a GCSE grade 4 (C), or higher, and/or
- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23 and 24+ as part of WMCA flexibilities
- Information technology ('digital') skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

- 77.1. If an individual meets the legal entitlement eligibility criteria, you must not charge them any course fees.
- 77.2. Eligible learners exercising their legal entitlement must be enrolled on approved qualifications for funding through the relevant entitlement. For the funding year 2022 to 2023, providers can find the approved qualifications in the [ESFA list of qualifications approved for funding](#), for the following entitlement offers:
- 77.2.1. level 2 and level 3 and/or
- 77.2.2. English and maths and/or
- 77.2.3. essential digital skills qualifications

78. Local Flexibility

WMCA also supports delivery of flexible tailored provision for adults, including qualifications and components of these and/or non-regulated learning, up to level 2 – we call this 'local flexibility'.

Local flexibility provision either is fully or co-funded, depending on the resident's age, prior attainment and circumstances. Please refer to the '[level of government contribution](#)' table and [Section 2. Learner Eligibility](#) for resident eligibility. Where appropriate for the resident, you can deliver local flexibility provision alongside a legal entitlement qualification.

- 78.1. Residents aged 19-23 progressing towards their first full level 2. must undertake learning at entry and/or level 1 only from local flexibility.

79. Local flexibility and legal entitlements

- 79.1. Residents aged 19 to 23 who progress to their first full level 2, must only enrol on a qualification we have approved for funding from the [Qualifications website](#).
- 79.2. Residents aged 19 to 23 and aged 24 and over, who have already achieved at level 2 or above can undertake learning up to and including level 2 from the local flexibility offer or qualifications in the level 2 legal entitlement list on the [Qualifications website](#) or [Find a learning aim](#).
- 79.3. Learners aged 19 to 23 progressing towards their first full level 2, must undertake learning at entry and/or level 1 only from local flexibility.
- 79.4. Residents aged 24 and over, who have not achieved a level 2 qualification can undertake learning up to and including level 2 qualifications from local flexibility offer or qualifications in the level 2 legal entitlement list available on the [Qualifications website](#) or [Find a learning aim](#).
- 79.5. We will co-fund provision up to, and including, a level 2 for learners who have already achieved a full level 2, or above, who are employed. The low wage flexibility may apply, refer to [Residents in receipt of low wage](#).
- 79.6. Our intent is to fund an adult offer that enables residents to develop skills and knowledge to move on into further learning or work. Level 1 provision should provide that bridge to develop further learning at level 2 or secure employment through occupationally related training either through sector-based work academy provision or pre-employment training.
- 79.7. We expect to see most level 1 provision aligned to pre-employment training i.e. SWAP/SG/CG to support individuals into work. In supporting individuals in making these choices we also anticipate seeing occupationally specific vocational training.
- 79.8. We do not expect to see employed workers undertaking occupational vocational training at level 1.

80. Role of providers

- 80.1. We see community learning providers playing an exclusive role in putting in place provisions to support personal development. We also see community learning providing vocational tasters to support individuals into work.
- 80.2. Where community learning providers have formula funded delivery, we also expect to see occupationally related training either through sector-based work academy provision or pre-employment training to support residents into work.
- 80.3. To support individuals into work, we also expect to see our colleges and ITPs developing occupationally related training either through sector-based work academy provision or pre-employment training.

81. WMCA flexibility and legal entitlements

- 81.1. We are supporting innovative delivery that creates impact being delivered through AEB. To enable us to do this it is important that we work proactively, collaboratively, and be open and transparent. Providers may have specific flexibilities over and above these agreed as part of their delivery plan and we want to hear from providers their ideas around further flexibilities.
- 81.2. The additional flexibilities available are:
 - 81.2.1. Extension of full funding for 24+ unemployed to undertake a level 3 entitlement-based qualification
 - 81.2.2. Testing of full funding for level 3 non-legal entitlement qualifications
 - 81.2.3. Testing the partial or full funding of economically valuable Level 4+ qualifications and units
 - 81.2.4. Low wage pilot based on the real living wage
 - 81.2.5. Extension of low wage trial to include level 3 entitlement qualifications

Section 13. – AEB Programme Elements

82. Programme eligibility and definitions can be defined as below:

83. English and maths for those aged 19 or older

- 83.1. WMCA will fully fund individuals, including individuals who are employed, aged 19 or older, who have not previously attained a GCSE grade A* to C or grade 4, or higher, in English and maths, as part of their legal entitlement on the day they start the following qualifications:
 - 83.1.1. GCSE English language or maths.
 - 83.1.2. Functional Skills English or maths from Entry to level 2.
 - 83.1.3. Stepping-stone qualifications (including components, where applicable) in English or maths approved by the Department for Education and ESFA.
- 83.2. If a resident wants to 'retake' their GCSE English and maths qualification because they did not achieve a Grade 4 or higher (C or higher), WMCA will not fund the resident to only resit the exam.

- 83.3. You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill level 2.
- 83.4. You must not fund an apprentice for English or maths from the WMCA AEB.
- 83.5. The WMCA will fully fund non-regulated English and maths learning for residents, including those assessed at pre-entry level, aged 19 years and over with significant learning difficulties or disabilities, as part of a personalised learning programme, where assessment has identified the resident cannot undertake provision identified in paragraph 161.
- 83.6. All English and maths are funded as part of the statutory entitlement. Therefore, all courses funded as part of the entitlement can be found [here](#)
- 83.7. Courses:**
- 83.8. All English and maths are funded as part of the statutory entitlement. Therefore, all courses funded as part of the entitlement can be found [here](#)
- 83.9. You must:**
 - 83.9.1. 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 curricula
 - 83.9.2. carry out an appropriate diagnostic assessment to inform and structure a resident file to use as a basis for a programme of study
 - 83.9.3. enrol the resident on a level above that at which they were assessed and be able to provide evidence of this
 - 83.9.4. deliver ongoing assessment to support learning
 - 83.9.5. record the evidence of all assessment outcomes in the resident file
 - 83.9.6. The assessments must place a resident's current skill levels within the level descriptors used for the RQF.

84. Individuals aged 24 or older (excluding English, maths and ESOL)

- 84.1. The WMCA will fully fund individuals aged 24 or older on the day they start the following
 - 84.1.1. provision up to, and including, a level 3, if they are unemployed
 - 84.1.2. qualifications from the legal entitlement and level 3 Free courses for job, if learners do not have a full level 3 qualification and they meet the [eligibility criteria](#)
- 84.2. The WMCA will co-fund all other learners aged 24 years and older for provision up to, and including, a level 2. Where learners are employed, the low wage flexibility may apply.

85. English for Speakers of Other Languages (ESOL)

- 85.1. The WMCA will fully fund individuals aged 19 and over on the day they start their ESOL learning aim where they are unemployed and met the eligibility criteria set.

- 85.2. The WMCA will co-fund all other individuals aged 19 and over on the day they start their ESOL learning aim. Where residents are employed, the low wage flexibility may apply, refer to paragraph 137.
- 85.3. Providers offering ESOL qualifications may need to deliver additional learning to individual residents that incurs additional cost above the qualification rate. You can access information on this in the [WMCA Adult Education Budget Funding Rates and Formula 2020 to 2021](#).
- 85.4. For additional information on our offer and strategic plans please refer to [Specification: English for Speakers of Other Languages \(ESOL\)](#)
- 85.5. The Offer**
- 85.6. Our intent is to fund a high-quality adult offer that enables residents to develop ESOL communication skills to support both their own personal health and well-being, secure work, or support in-work progression.
- 85.7. WMCA want to see ESOL become embedded within the delivery of occupational training. To support people into work providers can establish a non-regulated offer in ESOL contextualised in line with the language expected within the sector e.g., care, retail, and construction.
- 85.8. WMCA also want to see the development of online delivery to make ESOL training more accessible to residents. For all ESOL training either accredited or non-regulated It's important to us that individuals are clear on what they can progress to following successful completion of their learning.
- 85.9. WMCA have set clear expectations from Grant Providers that 25% of ESOL delivered should be vocational ESOL. WMCA will continue to support providers in reaching this target by 2025 in line with our investment plans.
- 85.10. Role of providers**
- 85.10.1. Community learning plays a significant role in engaging those residents isolated in communities who need to develop their English communication skills to support both their own personal health and well-being and secure work through ESOL.
- 85.10.2. We expect community learning providers to have offers of regulated provision (across the levels) and non-regulated ESOL to support resident's progression to further learning and work. In addition, we expect community learning providers to establish on-line learning related to ESOL this could be through collaborative working.
Our expectation is that colleges and ITPs will also develop contextualised ESOL embedded within wider occupational skills development to support residents into work.
- 85.11. WMCA also expect colleges and ITPs to establish on-line learning related to ESOL, this could be through collaborative working.
- 85.12. Supporting our inclusive growth agenda, we expect to see an improvement in progression to further learning and work through the development of essential English communication skills for our communities.

86. Digital entitlement for those aged 19 or older

- 86.1. Digital skills are as important to employability and participation in society as English and Maths, yet an estimated one in five adults lack basic digital skills.

- 86.2. To address this, the Department of Education have introduced an entitlement to fully funded digital qualifications at level 1, alongside the existing legal entitlements to English and Maths,
- 86.3. WMCA will fully fund individuals, including individuals who are employed, aged 19 or older, assessed at below level 1, as part of their legal entitlement on the day they start the following qualification.
- 86.4. We will fully fund non-regulated digital skills learning for 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 accredited provision. This provision must be aligned with the national standards for essential digital skills and must not be a non-regulated version of a regulated qualification. In these circumstances you must:
- 86.4.1. carry out an initial assessment using current assessment tools based on the national standards for essential digital skills
 - 86.4.2. carry out an appropriate diagnostic assessment to inform and structure a learner file to use as a basis for a programme of study
 - 86.4.3. enrol the learner on a level above that at which they were assessed and be able to provide evidence of this
 - 86.4.4. deliver ongoing assessment to support learning
 - 86.4.5. record the evidence of all assessment outcomes in the evidence pack
 - 86.4.6. The assessments must place a learner's current skills levels within the level descriptors used for the RQF.
- 86.5. Role of providers**
- 86.6. We expect the community learning offer in each of the 7 localities to deliver an offer that meets the essential digital skills framework for residents. This should support both employed and non-employed residents who are at risk of being digitally excluded. We expect this offer to be at Entry and level 1, primarily accredited, with a range of delivery mechanisms including through family learning.
- 86.7. We expect colleges and ITP's to focus primarily on the essential digital skills for work at level 1, 2 and above. SWAP including digital content should be including essential digital skills for work at Level 2 as a minimum.
- 86.8. [The Digital entitlement list](#) sets out the courses that the WMCA will fund as part of the digital entitlement with associated funding.

87. Individuals aged 19 to 23 (excluding English, maths and ESOL)

- 87.1. The WMCA will fully fund 19- to 23-year-olds (refer to paragraph 30), including individuals who are employed, on the day they start the following learning:
- 87.2. Qualifications defined within the legal entitlement that are a resident's:
- 87.2.1. first full level 2, and/or
 - 87.2.2. first full level 3 as part of the legal entitlement and/or access to additional qualifications from the level 3 adult offer
 - 87.2.3. local flexibility provision:
 - 87.2.4. up to and including level 1 to support progression

- 87.2.5. to a first full level 2, and/or
- 87.2.6. level 2 for those who already have a full level 2, or above, if they are unemployed
- 87.2.7. We will co-fund provision up to, and including, a level 2 for learners who have already achieved a full level 2, or above, who are employed. The low wage flexibility may apply
- 87.2.8. For additional information on our offer and strategic plans please refer to [Specification: English for Speakers of Other Languages \(ESOL\)](#)

88. **Full level 2**

The inclusion of these qualifications in the level 2 entitlement list is under review.

- 88.1. The WMCA values provision at level 2 as it provides individuals with the opportunity to develop core occupational skills, in addition, it provides the opportunity for progression to level 3 technical qualifications which are key to support productivity and the growth of the economy. We will focus on ensuring that provision funded at level 2 enables progression to further learning and provides the opportunity to move to better-paid jobs.
- 88.2. Level 2 is the level of attainment which is demonstrated by:
 - 88.2.1. a General Certificate of Secondary Education in five subjects, each at grade C or above, or grade 4 or above, or
 - 88.2.2. Technical Certificate at level 2 which meets the requirements for the 2018, 2019, 2020, 2021 and 2022 16 to 19 performance tables
- 88.3. If a resident aged 19 to 23 have achieved a level 2 qualification that was, at the time they started, or still is classed as a full level 2, any subsequent level 2 qualifications will be co-funded unless paragraphs 133 & 138 apply. Please contact aeb.enquires@wmca.org.uk if you need advice on a previous qualification's designation.
- 88.4. If the National Academic Recognition Information Centre 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 level 2 and/or level 3 qualification

88.5. **Statement of Intent – Level 2 Uplift**

- 88.5.1. To support individuals with the opportunity to develop core occupational skills, WMCA has provided a 10% uplift to level 2 qualifications which align with sector propositions for Health & Social Care and Construction from academic year 2022/23.
- 88.5.2. By mapping clear vocational routes into entry points for working in these sectors, we aim to support more people to progress into work or within work. There is a Health & Social Care Plan for the health sector and the construction pathways are in place, and we are looking to collaborate with the sectors and

our grant providers to map out further sector plans and set out the vocational routes to point of entry into work for Digital, Business & Professional and Engineering & Manufacturing.

88.5.3. We want to encourage increased delivery of high-value level 2 provision aligned with sector plans and relevant to employers, to support learners into sustainable employment. To do so, we are providing a 10% uplift to level 2 qualifications which align with sector propositions for Health & Social Care and Construction from academic year 2022/23.

88.5.4. For Construction, we will only fund Level 2 provision on the Construction Level 2 uplift list, as these qualifications have been identified in collaboration with the sector as aligned with current skills needs. Any additional requests will be reviewed through the business case process.

88.5.5. We want to continue collaborating with employers and Colleges to ensure we can align provision in other sectors (business & professional, engineering & manufacturing, etc) to employer needs and vocational entry points and extend the Level 2 uplift to other sectors.

88.5.6. The list of qualifications which will receive an uplift is listed under course information. We will review any additional requests for the list throughout the year.

89. Outcomes

89.1. We expect to see an increase in participation at level 2 in course areas that add value through up-skilling and progression. In addition, we anticipate that we will see more progression into level 3. We also expect to see a reduction in low-value qualifications that are delivered at scale with little progression or economic return for residents.

90. Courses

90.1. We will fund all courses as part of the entitlement at level 2 for 19-23-year-olds listed [here](#).

90.2. Trade Unions studies provision is deemed as a priority and falls under SSA 15.3.

90.3. In addition, WMCA will provide an uplift to the level 2 qualification as listed below, in line with the Statement of Intent – Level 2 Uplift.

90.4. WMCA will automatically apply the uplift to these courses and no additional coding will be required by the provider.

91. Level 2 Health & Social Care uplift qualification list

| Learning Aim | Learning aim reference |
|---|------------------------|
| Extended Diploma in Health and Social Care | 60188558 |
| Technical Certificate in Healthcare, Care and Childcare | 60302963 |
| Diploma in Care (RQF) | 60325549 |
| Diploma in Care | 60326116 |
| BTEC Diploma in Care (England) | 60327625 |
| Diploma in Care (RQF) | 60328253 |
| Certificate in Preparing to Work in Adult Social Care | 50115868 |

| | |
|---|----------|
| Certificate in Preparing to Work in Adult Social Care | 60000478 |
| Certificate in Preparing to Work in Adult Social Care (RQF) | 60038251 |
| Certificate in Understanding Working in the Health Sector | 60141281 |
| Certificate in Common Health Conditions | 6014306X |
| Certificate in Customer Service for Health and Social Care Settings | 60304832 |
| Certificate in Common Health Conditions (RQF) | 60330053 |
| Certificate in Introducing Caring for Children and Young People (RQF) | 60330089 |
| Award in Customer Service for Health and Social Care Settings | 60339949 |
| BTEC First Extended Certificate in Health and Social Care | 60063129 |

92. Level 2 Construction uplift qualification list

| Learning Aim | Award Type |
|--|-------------|
| Brickwork Diploma Level 2 | Diploma |
| Carpentry & Joinery Diploma Level 2 | Diploma |
| Carpentry (Site) Diploma – Level 2 | Diploma |
| Ceramic Wall & Floor Tiling Diploma Level 2 | Diploma |
| Building Maintenance Operations Level 2 | Diploma |
| Interior Systems NVQ | NVQ |
| Painting & Decorating Diploma Level 2 | Diploma |
| Plastering Diploma Level 2 | Diploma |
| Construction Industry Scaffolders Scheme (CISRS) Part 2 (Tube & Fitting) | License |
| Scaffolding NVQ Level 2 | NVQ |
| Roof Slating and Tiling Level 2 | Standard |
| Groundworks | NVQ |
| Cable Avoidance (Cat and Genny) NPORS | NPORS |
| Installing, Testing and Maintaining Air Conditioning Diploma (6187-01) Level 2 | Diploma |
| Refrigeration Maintaining Systems Diploma (6187-02) Level 2 | Diploma |
| F-Gases for Refrigeration and Air Conditioning City & Guilds Level 2 | C & G |
| Electrical Installation (2365) Diploma Level 2 | Diploma |
| Electrical Installations Diploma Level 2 | Diploma |
| Smart Metering - Dual Fuel (7428-23) Diploma Level 2 | Diploma |
| F-Gas and ODS Category 1 Regulations Award Level 2 | Certificate |
| Heating & Ventilating Diploma Level 2 | Diploma |
| Plumbing Diploma Level 2 | Diploma |
| Unvented Hot Water Level 2 | Certificate |
| Pipework Systems Mechanical Engineering Level 2 | Diploma |

93. Full level 3

- 93.1. It is key that we build the right skills in our workforce to deliver improved productivity and prosperity - enabling all groups to access jobs. While qualifications levels are improving, significant shortfalls remain at level 3 impacting on productivity, competitiveness and inward investment which hold

back growth of the regional economy. In addition, low skills also impact on earnings and household income for residents in securing sustainable employment in higher-skilled job roles.

93.1.1. Level 3 is the level of attainment which is demonstrated by a:

1. General Certificate of Education at the advanced level in two subjects
2. General Certificate of Education at the AS level in four subjects
3. QAA Access to Higher Education (HE) Diploma at level 3
4. Tech level or applied general qualification at level 3, which meets the requirements for the 2018, 2019 and 2020 16 to 19 performance tables.
5. Core maths at level 3

- 93.2. If a resident has achieved a level 3 qualification that was at the time they started, or still is, classed as a full level 3, and wants to enrol on any subsequent level 3 qualification of any size, they may apply for an Advanced Resident Loan (provided the qualification is designated for funding, and subject to resident eligibility conditions), or pay for their own learning.
- 93.3. Please contact aeb.enquiries@wmca.org.uk if you need advice on a previous qualification's designation.
- 93.4. For new linear AS and A levels, where a resident 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 ESFA ILR. The AS learning aim will be funded separately to the A level learning aim.

94. The Offer

- 94.1. We are clear that we want to establish an adult offer at level 3 to meet our regional skills plan priorities. We expect to see entitlement qualifications and our priorities reflected in course portfolios at level 3 and will continue to use our funding flexibilities to support residents. These flexibilities include the use of funding subsidies like those tested in the Career Learning Pilots – tested by DfE in 18/19 where subsidies of 25%, 50% or 75% were offered.

95. Courses

- 95.1. We will fund all courses as part of the entitlement for first level 3 for 19–23-year-olds listed [here](#).
- 95.2. We will also welcome flexibility requests to support individuals who fall outside of the entitlement for level 3 for courses but that fall under our priorities.
- 95.3. The WMCA will provide partial or full funding Level 3 qualifications and units where they support progression in work or career changes through re-training. This will be agreed as part of your delivery plan with agreed levels of contribution in line with RSP priorities.
- 95.4. Providers must submit a business case for changes to their delivery plan.
- 95.5. WMCA have agreed a standard set of flexibilities defined in [here](#).

96. Full level 4+

- 96.1. West Midland Combined Authority are introducing a local flexibility in 2022/23 academic year to support local skills needs at Level 4+.

- 96.2. Providers wishing to offer level 4+ qualifications must have these agreed as part of their approved Delivery Plan with the Combined Authority prior to any delivery commencing.
- 96.3. These can be a full or modular level 4+ qualifications either available from Learning AIM or a locally agreed qualification

96.4. The Offer

- 96.5. Provision at level 4+ will be developed exclusively against our priorities as set out in the WMCA Local Industrial Strategy (LIS). We will consider either full or unitised delivery against published courses and use subsidies like those tested in the Career Learning Pilots – tested by DfE in 18/19 where subsidies of 25%, 50% or 75% were offered.
- 96.6. We are also keen to explore providers putting together an adult offer of learning at Level 4 where qualifications don't currently exist e.g., new emerging sectors or to meet the needs of residents.
- 96.7. We want an offer that people can access independent of their employer like the old 'night school' concept but offered in flexible ways – modes, times and locations. It's also important to us that individuals are clear on what they can move onto and progress to following successful completion of their learning.

97. Sector-based Work Academy Programme (SWAP)

The Sector-based Work Academy Programme (SWAP) is designed to help.

Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to 6 weeks and has 3 main components:

- pre-employment training
- work experience placement
- a guaranteed job interviews

The scheme runs in England (and Scotland). Participants remain on benefits throughout their placement.

98. The Offer

- 98.1. We want to establish occupational skills development to move individuals into jobs quickly through SWAP. Once in work, we want to see that support continue through an in-work progression offer either through entitlement listed qualifications at level 2/3 or apprenticeships. This is to enable individuals to progress to better-paid work whilst achieving valuable qualifications to underpin progression.
- 98.2. Sector Based Work Academies Programmes (SWAP) are a JCP+ branded programme and can last up to 6 weeks in length. In SWAP we expect that employers are consulted in its design and a guaranteed job interview is

available to the resident at the end of the programme. Mandatory elements are as follows:

- 98.2.1. Work collaboratively with JCP+ to support identified residents into work
- 98.2.2. Occupational specific training related to the job opportunity both regulated and non-regulated. Employability only supported by 30 GLH non-regulated offers.
- 98.2.3. Relevant work experience related to the job (supported by a flexibility from by the WMCA)
- 98.2.4. Job interview at the end of the programme
- 98.2.5. Last no more than 6 weeks
- 98.3. We will also apply a flexibility related to work experience where we will pay for a placement activity or licence to practice in both SWAP and SG. This is in with the flexibility we first introduced in 2019/20. In addition, we accept that employability training does have a part to play in work readiness.
- 98.4. We will enable providers to develop a non-regulated employability offer through one episode of learning aligned to an occupationally specific SWAP or SG, this will be capped to a maximum of £150.
- 98.5. We also want to support movement into work and will incentivise providers to secure employment, payable on the 13th week of employment. To reflect our priorities to support young people into work aged 19-23 we will pay a job outcome payment of £400 for this age group, and for other unemployed, we will pay £250. These incentives are only applicable to those residents participating on SWAP/SG programmes.
- 98.6. For work experience or licences to be funded by the WMCA, this must be agreed with the WMCA as part of the SWAP/SG being offered. A business case will need to be created that provides the WMCA with information on what the programmes entail, and where work experience or licences will be included.
- 98.7. Information on how to record this can be accessed in the WMCA ILR rules
- 98.8. For SWAP performance we will set a benchmark based on sustainable employment at the 13-weeks of 65%
- 98.9. Courses**
- 98.10. Providers can develop SWAP programmes in line with what is set out earlier but must be occupationally specific.
- 98.11. To claim full funding for claimants referred to SWAP pre-employment training you must 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) and use the coding provided in the [WMCA coding guidance](#)
- 98.12. For more information on the specification for Sector-based Work Academy Programme (SWAP), please refer to the [Specification: Sector Based Work Academies \(SWAP\) and Sector Gateway \(SG\)](#)
- 99. WMCA will only fund learners on a SG/SWAP if they are:
 - 99.1. unemployed (see definition below) or
 - 99.2. economically inactive

- 99.3. For SWAP/SG programmes for funding purposes, we define a learner as unemployed if one or more of the following apply:
- 99.4. they receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
- 99.5. they receive Employment and Support Allowance (ESA)
- 99.6. they receive Universal Credit, and their take-home pay as recorded on their Universal Credit statement (disregarding Universal Credit payments and other benefits) is less than £343 a month (learner is sole adult in their benefit claim) or £549 a month (learner has a joint benefit claim with their partner)
- 99.7. are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

100. Sector Gateway Programme (SG)

100.1. The Offer

- 100.1.1. Sector Gateway (SG) is short and sharp training bespoke to roles across a range of industries. These programmes are designed to focus on the key skills required to secure the job role and should be aligned to job vacancies. We have already designed a range of SG programmes, and these can be found later in this document with the associated GLH and funding rate.
Mandatory elements:
 - 100.1.2. Collaboration with JCP+ and/or National Careers Service
 - 100.1.3. Occupationally specific non-regulated training
 - 100.1.4. Job interview at the end of the programme
 - 100.1.5. Work experience is an optional element of a SG programme to support individuals into work.
 - 100.1.6. For work experience or licences to be funded by the WMCA, this must be agreed with the WMCA as part of the SWAP/SG being offered. A business case will need to be created that provides the WMCA with information on what the programmes entail, and where work experience or licences will be included.
- 100.2. For SG performance we will set a benchmark based on sustainable employment at the 13-weeks of 65%

100.3. Courses

- 100.4. A SG programme is in place our expectation is that this is delivered to move individuals into work quickly.
- 100.5. SG programmes developed so far can be accessed [here](#)
- 100.6. To claim full funding for claimants referred to SG pre-employment training you must 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) and use the coding provided in the [WMCA coding guidance](#)
- 100.7. For more information on the specification for Sector-based Work Academy Programme (SWAP), please refer to the Specification: Sector Gateway (SG)

101. Non-regulated learning

- 101.1. Where you deliver non-regulated learning, you must ensure it is eligible for funding. Such learning could include:
- 101.2. independent living skills or engagement learning, supporting adults to operate confidently and effectively in life and work
- 101.3. locally commissioned and/or locally developed basic knowledge and skills needed to access technical qualifications
- 101.4. employability and labour market re-entry
- 101.5. locally commissioned and/or locally devised technical education short courses (also known as taster sessions)
- 101.6. Community learning courses
- 101.7. The eligibility principles the WMCA applies to non-regulated learning are as follows:
 - 101.7.1. It must not be provision linked to UK visa requirements
 - 101.7.2. It must not be provision linked to statutory employer requirements (including a licence to practise) unless there is an agreed concession in place
 - 101.7.3. It must not be vendor-specific provision, linked to a particular employer or commercial system unless this has been agreed as a flexibility
 - 101.7.4. It must not be learning, for example, 'induction to college', that should be part of a resident's experience
 - 101.7.5. It must not be a non-regulated version of a regulated qualification
 - 101.7.6. It must not be above notional level 2 (that is, at notional levels 3 or 4). At notional level 2, it must focus on technical provision
- 101.8. Where you are delivering non-regulated learning, you must ensure you have appropriate and robust quality assurance processes in place. For instance, 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. [Further information on RARPA](#) is available from the Learning and Work Institute.
- 101.9. It is the intention of the WMCA to use the RARPA model to monitor, review and measure the quality and outcomes from non-regulated provision in 2022/23. Non-regulated learning should have clear achievement aims for the residents and identified progression outcomes prior to commencement of learning.

102. Community Learning

- 102.1. This section only applies to providers with a non-formula Community Learning allocation included in schedule 2 of their contract.
- 102.2. We expect community learning to be delivered in line with what we have set out below and our investment plans specific to the develop work of community learning providers.
- 102.3. The purpose of Community Learning is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:
- 102.4. Improve key life skills
- 102.5. progress towards formal learning or employment and/or

- 102.6. improve their health and well-being, including mental health and/or Improved inclusion and integration
- 102.7. Community Learning Courses are delivered and reported on the ILR.

103. Prince's Trust

- 103.1. In order to deliver the team programme, you must get approval from the [Prince's Trust](#), and the WMCA.
- 103.2. For eligible WMCA residents aged 19 to 25, the WMCA will fund the team programme through the WMCA's adult funding methodology. Please also refer to the Prince's Trust section in the [Adult Education Budget Funding Rates and Formula 2021 to 2022 document](#).
- 103.3. For eligible residents aged 16 to 19, the team programme is funded through the ESFA's young people's funding methodology.

104. Construction Gateway

The core focus of the Construction Gateway is to provide residents with the skills and knowledge required through the industry-standard outcomes e.g., CSCS, and work with employers who will both shape the training content and provide the job vacancies for residents to be matched into.

- 104.1. Our intent is to establish an adult offer that will provide the training required for residents to both enter the construction sector and develop further skills to support in-work progression to better-paid job roles.
- 104.2. We will achieve this through integrating a successful Construction Gateway into AEB to provide sustainability for this programme. Previously, this programme was established through short term funding sourced through the Department for Education.

104.3. The Offer

- 104.4. The WMCA through its AEB will fund the Construction Gateway to meet the needs of its unemployed residents in securing employment in a range of construction-based occupations including:
 - 1. Plant operative roles
 - 104.4.2. Logistics roles
 - 104.4.3. Health and safety roles
 - 104.4.4. Dry Lining
 - 104.4.5. Civil Engineering
 - 104.4.6. Rail Sector
- 104.5. The mandatory requirements for construction gateway provision are as follows:
 - 104.5.1. Provision must be in line with CSCS, CPCS or equivalent industry carding scheme requirements to ensure on completion of the programme the resident holds CSCS and an appropriate industry accredited card e.g. CPCS.
 - 104.5.2. A guaranteed job interview on completion of the programme

- 104.5.3. Content of the delivery should be influenced by employers to enable the progression into employment
- 104.6. For each resident they should be linked to a real job vacancy that they have will have the opportunity to matched against through an interview.
- 104.7. Bidders must have a clear plan to engage with employers, DWP (JC+), Prospects (National Careers service), Local Authorities and Third Sector organisations and local residents
- 104.8. To support retention and progression, bidders must have a clear approach for initial advice and guidance, career tracking and destination monitoring at pre, during and post programme delivery.
- 104.9. A minimum of 65% of completers progressing to employment. WMCA will also monitor sustainment figures.
- 104.10. To claim full funding for claimants referred to Construction Gateway you must 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) and use the coding provided in the [WMCA coding guidance](#)

105. Courses

- 105.1. For more information on the specification for Construction Gateway Programme please refer to the [Specification: Construction Gateway](#)

106. Digital Bootcamps

The core focus of the Digital Bootcamps is to help unemployed, economically inactive and career change residents in the WMCA administrative area to enter digital roles beyond entry-level. These bootcamps can also be used to support employed residents to gain the skills required to secure more digital responsibility or promotion within existing employment.

The mandatory requirements for digital bootcamp provision are as follows:

- A guaranteed job interview for a genuine digital vacancy or
- An increase in digital responsibility within current employment
- A change of job role
- The participant declared themselves as self-employed
- Certificate of achievement
- Although we are not stipulating that specific vendor qualifications or accredited qualifications are delivered, these can be included where it is deemed necessary to secure a positive outcome

- 106.1. The focus of the Digital Retraining bootcamps was designed to help unemployed, economically inactive and career change residents in the WMCA administrative area to enter digital roles beyond entry-level. These bootcamps can also be used to support employed residents to gain the skills required to secure more digital responsibility or promotion within existing employment
- 106.2. The payment for Bootcamps follows a different method to that of the traditional AEB and are set out as below:

- 106.2.1. Start – Paid on start
- 106.2.2. On programme – Paid at the midpoint of planned end date
- 106.2.3. Completion – Paid on evidence of job outcome or progression in work
- 106.3. For more information on delivery phases and payments please refer to the [WMCA coding guidance](#)

107. The Offer

- 107.1. The core focus of the Digital Bootcamps is to help unemployed, economically inactive and career change residents in the WMCA administrative area to enter digital roles beyond entry-level. These bootcamps can also be used to support employed residents to gain the skills required to secure more digital responsibility or a promotion within existing employment
- 107.2. The WMCA have identified based upon employer demand the vacancies and skills training shortages across the region from the current contracted activity. This covers both unemployed skills training, those requiring re-skilling and employed skill development.
- 107.3. Skills training shortages identified for new provision;
 - 107.3.1. Cyber
 - 107.3.2. Data
 - 107.3.3. AI
 - 107.3.4. Coding
 - 107.3.5. Digital Marketing
 - 107.3.6. UX Design/Experience
- 107.4. Digital Bootcamp programmes developed so far can be accessed via the Digital Bootcamp Guidance, linked below.
- 107.5. Digital bootcamp programmes developed so far can be accessed [here](#)

Annex A: eligibility for funding

This Annex sets out the countries falling within the below categories as referenced in the [residency eligibility](#) section.

British Overseas Territories

- Anguilla
- Bermuda
- British Antarctic Territory
- British Indian Ocean Territory
- British Virgin Islands
- Cayman Islands
- Falkland Islands
- Gibraltar
- Montserrat
- Pitcairn, Henderson Island, Ducie and Oeno Islands
- South Georgia and the South Sandwich Isles
- St Helena and its dependencies (Ascension and Tristan da Cunha)

- Turks and Caicos Islands

EEA

The EEA comprises of the following countries:

- All Member States of the European Union

You can access a list of member states on the [EU website](#).

- with respect to EEA nationality, note that any Cypriot national living on any part of the island qualifies for EU residency and is considered an EU national.
- Iceland
- Lichtenstein
- Norway

[Table 3](#) lists territories that are categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the Skills programme funding rules.

Table 1:

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

Annex B – 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. |
| Skills Programmes funding methodology | The funding methodology for individuals aged 19 and over, participating in Skills Programmes learning. You can access AEB funding methodology on GOV.UK. |
| 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. |
| 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. |
| Brokerage | By brokers we mean where a third-party match, for a fee, a provider with an unused allocation with a provider that can secure enrolments of learners to utilise it. |
| 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. |
| Community Learning | Helps people of different ages and backgrounds gain a new skill, reconnect with learning, pursue an interest, and learn how to support their children better, or prepare for progression to more formal courses/employment. |
| 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 2022. |

| Term | Description |
|--|---|
| 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. |
| Direct costs of learning | Any costs for items without which it would be impossible for the learner to complete their learning aim. This can include the costs of registration, examination or any other activities or materials without which the learner cannot achieve their programme of study. |
| Earnings adjustment statement (EAS) | The form providers need to fill in to claim funding that cannot be claimed through the Individualised Learner Record (ILR). |
| 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. |
| Employment status (formerly employed) | The main types of employment status are worker, employee, self-employed and contractor, director and 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. |
| European social fund (ESF) | The ESF is a structural fund from the European Union (EU). It improves the skills of the workforce and helps people who have difficulties finding work. We are a co-financing organisation for the ESF. |

| Term | Description |
|------------------------------------|---|
| 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, 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 the requirements for 2018 to 2019 16 to 19 performance table. |
| Full level 3 | The following qualifications are designated full at level 3, 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, Tech level or applied general qualification, at level 3 which meets the requirements for 2018 16 to 19 performance tables, technical and applied qualifications in the 16 to 18 performance tables for 2017, 2018, 2019, 2020, 2021, 2022 and 2023 (tech levels, applied general qualifications, technical certificates), 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 ICT that provide the learner with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work. |
| Funding model (10 and 35) | Identifies the funding methodology we apply to submission of finalised ILR data. For Skills Programmes funding, Funding Model 10 (Community Learning) and 35 (Adult Skills) are used, noting model 10 is non-formula funded (meaning ILR data does not generate a funding rate and is paid on monthly profile) and model 35 is formula funded. More information is available in the 2022 to 2023 ILR Specification . |
| Funding year | The ESFA'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 General Data Protection Regulation (GDPR) is a Europe-wide law that replaced the Data Protection Act 1998 in the UK. It is part of the wider package of reform to the data protection landscape that includes the Data Protection Act 2018. The GDPR sets out requirements for how organisations have to handle personal data. |
| Guided learning | As defined by Ofqual: "The activity of the learner in being taught or instructed by – otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of 'participating in education and training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training". You can find more information in the Ofqual Handbook |
| Hardship | Within learner support, a category of support to assist vulnerable and disadvantaged learners to remove barriers to education and training. |
| Individualised learner record (ILR) | The primary data collection requested from learning providers for further education and work-based learning in England. The government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education. |
| ILR specification | The ILR Specification is the technical documents, guidance and requirements to help providers collect, return and check ILR and other learner data. |
| Job outcome payments | Payments made for learners who are unemployed at the start of learning who cease learning to take up a job or find work as part of our pre employment programmes |
| Learner residency | We use the term 'resident' or 'residence' in this document for different purposes. Residence in West Midlands has specific definitions in education law, and this is set out in the 'residency eligibility' section. Following the devolution of adult education functions, there is a new emphasis on residence in England, in determining and evidencing eligibility for WMCA funded Skills programmes. This means the permanent residency of an individual in England (i.e., not a temporary address for duration of learning taking place), immediately prior to enrolment determines eligibility for WMCA funded Skills programmes. |
| 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. |

| Term | Description |
|--|---|
| 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 entitlement | The legal entitlement to education and training allows learners to be fully funded who are aged: 19 and over, who have not achieved a grade 4 (legacy grade C), or higher, and study for a qualification in English or maths up to and including level 2, and/or 19 to 23, if they study for a first qualification at level 2, and/or level 3 and 19 and over, who have digital skills assessed at below level 1. |
| Local flexibility | Regulated qualifications, and/or their components, and non-regulated learning that the ESFA funds, which is not part of the English and maths, or level 2 or level 3 legal entitlement offer. All regulated and non-regulated learning that is available for funding through the flexible local offer is listed on find a learning aim . |
| Low wage threshold | The threshold of £19,350 (£9.90 per hour) based on the National Living Wage (23 and over hourly rate) of £9.90, on the assumption of a 37.5 hour contract with paid statutory holiday entitlement (therefore, £9.90 multiplied by 37.5 hours per week, multiplied by 52 weeks per year). |
| Non-formula community learning funding | Where applicable, providers receive a non-formula funded community learning allocation' as part of their AEB which is paid on a monthly profile. Submission of ILR data does not generate a funding value for the learning aim/s a learner participates on. Instead, providers attribute costs up to the value of their non-formula community learning allocation. Providers submit community learning data through funding model 10. More information is available in the 2022 to 2023 ILR Specification . |
| 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 and engagement learning, employability and work skills, labour market re-entry, technical education tasters, basic digital skills, community learning |

| Term | Description |
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| Not in employment, education and training (NEET) | A young person aged 16 to 24 who is no longer in the education system and who is not working or being trained for work |
| Occupational Standard | The requirements for competence in the duties of an occupation which are approved and published by the IATE . They include knowledge, skills and behaviours. |
| Ofqual | The Office of Qualifications and Examinations Regulation , which regulates qualifications, examinations and assessments in England. |
| 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. |
| 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 control 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 can demonstrate 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 |
| 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. |

| Term | Description |
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| Senior responsible person | For example, chief executive, managing director, principal or their equivalent. |
| Skills advisory panel (SAP) | SAPs aim to bring together local employers and skills providers to pool knowledge on skills and labour market needs, and to work together to understand and address key local challenges. This includes both immediate needs and challenges and looking at what is required to help local areas adapt to future labour market changes and to grasp future opportunities. This will help colleges, universities and other providers deliver the skills required by employers, now and in the future. |
| Skills Bootcamp | A skills bootcamp is a bespoke employer-led level 3-5 programme, designed to meet skills needs within the economy. Following a procurement process, the skills bootcamp programme will begin from 1 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 |
| Subcontractor | A separate legal entity that has an agreement with you to deliver any element of the education and training we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, unless those individuals are working under your direction and control, in the same way as your own employees |
| Take home pay | An unemployed learner may also receive an income alongside their benefit claim. In order to be fully funded under the unemployed definition their "take home pay" (stated on the Universal Credit statement) is less than £345 a month (sole adult in their benefit claim) or less than £552 a month (joint benefit claim with partner). |
| UK provider reference number | A unique identifying number given to all providers by the UK register of learning providers. |
| 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 traineeship |

| Term | Description |
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| 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. |
| Virement | The process of moving money from one financial account or part of a budget to a different one. |

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