

# Discretionary Funding Guidance and Requirements 2010/11 - for learners aged 19+

Learner Support Programme

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Version 1

 For guidance

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## Introduction

- 1 The purpose of this guidance is to provide information to all providers and Local Authorities receiving allocations of adult discretionary Learner Support funding (dLS) from the Learner Support Directorate within the Young People's Learning Agency (YPLA). The dLS funding is to support the costs of learning and includes 19+ Hardship, 20+ Childcare and 19+ Residential Bursary Funds (RBF). It forms part of the Learner Support Programme which covers a range of schemes available to support the costs of learning (full list is in Annex B).
- 2 This guidance document sets out the requirements and the actions that will need to be taken into account for the application of each scheme and sets out the eligibility criteria and the priorities for disbursing the funding. It explains the process for allocations and describes how the YPLA will collect monitoring information and audit the schemes.

### Administration changes for 2010/11

- 3 On 1 April 2010 the Machinery of Government changes led to the dissolution of the Learning and Skills Council. All responsibility for dLS budgets and policy remain with the Learner Support Directorate which became a shared service of the YPLA, supporting both youth and adult learner support. For 2010/11 onwards the policy team in the YPLA will deal directly with providers with regard to youth and adult dLS. There will shortly be a web portal which providers will have access to enabling the YPLA and providers to interact on all aspects of dLS administration. Providers can also email [dlsenquiries@ypla.gov.uk](mailto:dlsenquiries@ypla.gov.uk) with any queries.

## Background

- 4 The purpose of adult dLS is to provide exceptional support to learners aged 19 and above, who are experiencing financial difficulty with meeting costs associated with learning.
- 5 Allocations will be made from the YPLA Learner Support Directorate directly to Providers. The total available for 19+ Hardship, 19+ RBF and 20+ Childcare is approximately £80.4 million in 2010/11, broken down as follows:

£46,667,000	19+ Hardship in FE
£1,200,000	19+ Hardship FE in HEIs
£2,498,000	19+ Residential Bursary Fund (RBF)
£30,000,000	20+ Childcare

- 6 The Post-16 Transport Partnership Fund and the Residential Support Scheme will be managed nationally.
- 7 Funding for adult dLS is provided by the government Department for Business, Innovation and Skills (BIS). **There can be no virement of funds between 16-18 support funds and 19+ support funds, as the 16-18 (Youth) funds are provided from a different government department, the Department for Education, and the funds are distinct and must be reported upon separately.**
- 8 dLS is available to support learners studying Adult Learner Responsive funded provision in Colleges, External Institutions (EIs), Higher Education Institutions (HEIs), School Sixth Forms and Sixth Form Colleges. It cannot be used to support learners studying provision from Adult Safeguarded Learning (ASL), University for Industry (Ufi) or provision funded through the employer responsive model.
- 9 The funds are allocated directly to providers to manage at their own discretion, but in line with YPLA guidance and requirements. Additionally RBFs are allocated to 47 designated providers of specialist provision.
- 10 When making decisions about awarding funds, providers/local authorities must take into account the availability of other strands of financial support for learners (including support funding through DWP and Jobcentre Plus) ahead of consideration for the discretionary funds, i.e. dLS must not be used where other sources of funding are available. Sources of further information on the other forms of financial support made available by the YPLA through the Learner Support Programme are provided at Annex B.
- 11 Learners should exercise their eligibility to other forms of financial support before they pursue an application for dLS. In summary they comprise:
  - Education Maintenance Allowance;
  - Adult Learning Grant;
  - Residential Support Scheme;
  - Care to Learn;
  - Free Childcare for Training and Learning for Work
- 12 **However, receipt of other forms of learner support is neither a pre-condition, nor an exclusion factor, for the receipt of the discretionary funds.** For example, an adult learner can receive ALG and still be eligible

for dLS to address specific hardship issues. Also learners not eligible for ALG could be eligible to receive dLS.

- 13 Providers are required to develop clear criteria showing how they will administer and distribute their funds. The policies must be available to learners and the YPLA.
- 14 A timetable of key dates of allocations, monitoring returns and any redistribution of funds is attached at Annex A.

## Adult Priorities for Funding

- 15 The priority target group for dLS is learners who are economically disadvantaged.
- 16 For those aged 19+ this includes those who need support for general hardship, transport, childcare (for learners aged 20+) or associated learning costs **and are facing financial difficulty**.
- 17 Once the primary priority has been established it is expected the provider will further prioritise the funding to focus on groups currently under-represented in learning, securing participation and attainment in priority learning for the following:

### 19+ priorities

- Those in care or recently left care (LLDD up to age 25);
  - Those on probation;
  - Those eligible for fee remission because they are themselves, or they are the dependant of someone else who is, receiving a means-tested state benefit or Tax Credit;
  - Adults undertaking a first full Level 2;
  - Learners aged 19-25 undertaking a first full Level 3 qualification;
  - Learners taking a skills for life programme of study;
  - Learners with learning difficulties and/or disabilities;
  - Those recently made redundant;
  - Those learners supported through the 6 months unemployed training package.
- 18 We expect providers to use these funds to support learners in financial hardship if there is no alternative scheme to provide support. The funding exists to respond to hardship needs, particularly those which arise through sudden changes in circumstances, such as redundancy or a sudden drop in income which the nationally-administered schemes cannot respond to in-year. Funds should only be allocated to learners where a means assessment has identified a need for that individual. Providers should not allocate funds simply because the learner has a low income without assessing the actual need for support.

## General

- 19 dLS is provided to support learners with a specific financial need that could prevent them participating in learning. Therefore, before making an award, the specific need should be identified. It is **not** appropriate to use the funding to pay weekly attendance allowances, achievement or attendance bonuses or to make awards solely based on income without identifying whether there is any specific financial need.
- 20 The budget for dLS is finite; learners who are eligible for support are not automatically entitled to it.

## Adult Learner Eligibility

- 21 The residency eligibility criteria for dLS is aligned to the residency criteria addressed in the document *Agency Funding Guidance 2010/11: Learner Eligibility Guidance*. This document can be downloaded from the YPLA website at: <http://www.ypla.gov.uk/aboutus/ourwork/funding/df/>
- 22 For clarity, refugees are not required to meet the three year residency rule if their refugee status was confirmed in the three years prior to starting the course.
- 23 Learners aged 19+ (20+ for support with childcare costs) who have been accepted onto a programme of Adult Learner Responsive provision will be eligible to apply for discretionary funds. Asylum seekers aged 19 and over are not eligible to apply for discretionary funding.
- 24 Reciprocal arrangements exist between Wales and England; however, no such reciprocal arrangements exist with Scotland.
- 25 As the majority of learning provision on Train to Gain is likely to happen in the workplace, there will be very few, if any, additional costs of learning for individual participants to bear. With this in mind, we consider it extremely unlikely that learners participating in Train to Gain will need to apply for discretionary funding. However, any individual's eligibility for learner support, within Train to Gain, should be determined by the context in which their learning is taking place.
- 26 When making decisions about the allocation of this funding, Student Support Managers should consider the availability of other sources of funding to which the learner might be entitled, e.g. the New Deal for Lone Parents, New Deal for Partners, Tax Credits. Participants in the New Deal for Lone Parents scheme may not benefit from full payment of childcare support costs from this scheme. They are eligible to apply for dLS but providers should take into account the level of individual New Deal benefits in assessing the level of need for support. Participants in all other New Deal options are not eligible for discretionary funding, as their funding needs are met under the New Deal.

- 27 Learners in prison or a young offender institution or who have been released on temporary licence (ROTL), for example on day release, are not eligible to apply for dLS.
- 28 A learner must be aged 20+ and above to receive support with childcare costs.
- 29 Learners on Higher Education courses, waged Apprenticeships or provision with learning aims that are identified as wholly funded from other sources are not eligible for dLS. Employer Responsive funded Programme-led Apprentices (i.e. those following a full framework) will have access to the hardship funds which are contained within the employer responsive budget. Please note these programmes may be subject to change during 2010/11.
- 30 dLS is not to be directed as a means of support where the learner is eligible to receive support through Additional Learning Support (ALS), for the same purpose. For example, ALS can be used to fund additional teaching, specialist staffing, transport between sites for learners with mobility difficulties (but not home-to-provider transport).
- 31 Further details can be found in the ALS guidance, a weblink is available at Annex D.
- 32 Exceptionally, local authorities may offer dLS to eligible learners in independent (private) schools, city technology colleges, academies, non-maintained special schools, pupil referral units and other local-authority maintained institutions. The learner must be resident in the local authority area and demonstrate the special circumstances that give rise to their particular need for support.
- 33 Learners participating in HE access courses or courses of HE falling within paragraph 1(g) or 1(h) of schedule 6 to the Education Reform Act 1998 will be eligible to apply for discretionary funding, providing the courses are funded under the Adult Learner Responsive Model.

## **Administration of Funds**

- 34 Providers may vire funding into, and out of, 20+ Childcare, 19+ Hardship and 19+ RBF (if applicable). However, we would not expect to see significant variations in the pattern of disbursement (over 15%), without agreement with the YPLA Policy Team.
- 35 Providers must have written criteria for how they distribute dLS, including arrangements for assessing learners' hardship, and a procedure for learners to appeal. The criteria must be made widely available and must apply principles of equality and diversity. These documents should be made available upon request from the YPLA.

- 36 Disability Living Allowance should be ignored when assessing disabled learners' income in relation to dLS, to avoid the risk of discrimination under the Disability Discrimination Act 1995.
- 37 If hardship funds are used to buy equipment for individuals in need of financial support, the equipment should remain the property of the provider and, if returned to the provider for its own use, the hardship fund should be reimbursed with an amount representing the depreciated value. Where items of equipment, tools or protective clothing may be reusable at a later date by new learners, providers should have criteria in place for enabling the return and re-use of such items. In drawing up a list of items, practical consideration should be given to factors such as hygiene, health and safety, and wear and tear.
- 38 Any loans made to learners should be repaid before the end of the academic year in which they are made, and providers are encouraged to make every effort to ensure that this is done. However, if loans are repaid after the end of the year, they should be treated as additional funds in the year in which they are repaid.
- 39 Providers may use up to 5% of their total adult dLS allocation towards administrative costs. Where it has been agreed that a large provider will administer the funding for other providers, the former will also be able to use up to 5% of the latter's total adult funds for administration. Providers' bank charges may not be deducted from dLS allocations.
- 40 Providers will want to consider the impact of other initiatives when applying any means-test, such as whether learners are also in receipt of ALG and the level at which those grants might be paid. Providers can take ALG income into account when considering income levels for awards of dLS. But receipt or non-receipt of ALG should not be a pre-condition, nor an exclusion factor, for the receipt of dLS. In making allocation decisions, providers should also consider the extent to which learners aged 19 and over are financially independent and they may want to review whether Tax Credits are payable to the learner as appropriate.
- 41 The Social Security Amendment (Students and Income-related Benefits) Regulations 2000 establish how dLS should be treated for benefits purposes. If a regular payment is made for other than living costs then it will be disregarded and will therefore not affect the level of benefit which the learner may be entitled to. However, it is very important that providers and local authorities make clear at the time they are making the payment to the learner, for what purpose the payment is given and whether it is one of a series, or a lump sum payment.

## 19+ Hardship Support

- 42 Hardship funds provide support for learners in exceptional financial circumstances. Providers have discretion to provide bursaries from their hardship funds but, should they choose to do so, they should report the purpose of the expenditure alongside other monitoring and management information.
- 43 Funding for learners aged 19+ is provided by BIS via the Skills Funding Agency, who have particular responsibility for adult learners. Budget arrangements for adult learners are distinct from those which support youth learners. **Therefore there can be no vireing between 16-18 support funds and 19+ support funds.**
- 44 The funding is provided to increase access, retention and achievement. It can be used for course related costs including, transport and course trips; for books and equipment; for support with domestic emergencies; accommodation and exceptionally for fees.
- 45 The funds should not be used to replace support and benefit arrangements already provided for through national policy or legislation eg through welfare benefits. They can however be used to provide temporary support with domestic emergencies and short term emergency accommodation whilst waiting for benefit support.
- 46 Providers should be aware that dLS falls within the definition of Access Funds for IS/JSA/ESA purposes. A learner in receipt of welfare benefits eg income support or housing benefit must declare if they received payments from dLS.
- 47 The general rule is that if the payment is a lump sum one off payment it is treated as capital. If it was intended for items covered by benefit i.e. food, ordinary clothing or footwear, household fuel, or rent for which housing benefit is payable then the payment would count towards the person's total capital and would affect the benefit payable if the learner had savings/capital exceeding £6,000.
- 48 If the lump sum payment was intended for other items, not covered by benefit, then it would be disregarded as the person's capital for 52 weeks. If the learner received a series of payments then Job Centre Plus would regard it as income. If the payments were intended for items covered by benefit then a £20 a week disregard would apply with the remainder being taken into account as the person's income and reducing the amount of benefit payable. If the payments were intended for other items not covered by benefit then they would be fully disregarded.

- 49 Support may be provided to a third party, or through the provision of items or services or in cash direct to the student, and may be in the form of a grant or repayable loan.
- 50 Providers should decide in each case, with reference to the incidence of expenditure, whether payments would most appropriately be made as grants or as loans, and as a lump sum or regular instalments, and whether conditions should be attached to payments for example, attendance agreements.
- 51 19+ hardship funds cannot be used to subsidise fees with the exception of learners in a priority group not currently supported through the fee remission policy, or the learning has been identified as responding to local skills priorities. Support with fees **must not** exceed 20% of the 19+ Hardship allocation.

### **Clarification of Fees and other course costs**

- 52 *Tuition fees* – if the learner is not eligible for fee remission under the fee remission policy dLS may be used to support learners with the cost of these. These should be recorded on the MI return on Page 2 under **Fees (16-18 re-examination, 19+ tuition and exam)**. The total amount claimable under this line must be no more than 20% of the provider's total final 19+ hardship allocation, i.e. including any extra funds successfully bid for into this line.
- 53 *Exam fees and re-sit fees* – as tuition fees above. Note Fee Remission Policy does not necessarily cover exam fees; it is up to the discretion of providers.
- 54 *Accreditation fees/Professional membership fees/any fees/charges payable to external bodies etc* – these may be paid for from dLS. It is up to providers to use their discretion as to whether they record these as **Fees (16-18 re-examination, 19+ tuition and exam)** or **Additional course costs (eg trips)** as providers are best placed to determine whether they are fees in the strictest sense of the word or other associated costs of learning. However in recording them in the Fees line they must bear in mind the same criteria of the 20% maximum. Note Fee Remission Policy does not necessarily cover any of these fees; it is up to the discretion of providers.
- 55 *College registration fees* – these may **currently** be paid for with dLS but must be recorded under the **Fees (16-18 re-examination, 19+ tuition and exam)** line and again subject to the 20% maximum clause. Note Fee Remission Policy does not necessarily cover any of these fees; it is up to the discretion of providers.
- 56 *Childcare* - Hardship funding must not be used to provide support with childcare costs for learners aged 19 as there is an expectation that these

learners will be supported by the Care to Learn programme. Nor should it be used to top up childcare payments for those in receipt of Care to Learn.

57 Hardship funding must not be used to provide support with childcare costs for learners who are eligible for the Free Childcare for Training and Learning for Work Scheme. Nor should it be used to top up childcare payments for those in receipt of Free Childcare for Training and Learning for Work.

58 *Transport* - Providers must not:

- use dLS to make a block contribution to Post-16 Transport Partnerships; or
- routinely fund transport costs for continuing learners, aged 19 or over, that are covered in the local authority's statutory duty for learners of sixth-form age.

59 dLS is designed to provide temporary funding to support learners in financial hardship where there is no other scheme, programme or support mechanism.

60 For continuing learners, aged 19 or over, it must not be used to subsidise the local authority's statutory duty in respect of transport for learners of sixth-form age. But in exceptional circumstances it can be used to meet individual learners' transport costs on a temporary basis.

61 Examples of exceptional circumstances:

- A learner may have to move house with their parents, but still attends their previous college to finish a course, this could result in additional transport costs that the learner cannot meet for a limited period of time.
- A learner may be in dispute with a local authority over their transport needs, whilst this dispute was being settled, it would be acceptable to use dLS to support transport costs.

62 If dLS is used to support learner's transport costs in these circumstances Providers must keep records showing the amount of support provided and why that support was necessary.

63 Further information on the local authority's duty for transport for learners of sixth form age can be found in Annex C.

64 Further information on transport policies can be found on the local authority's own website or on [www.direct.gov.uk](http://www.direct.gov.uk)

## **20+ Childcare Support**

65 20+ childcare funding may only be awarded to fund childcare with a provider who is Ofsted-registered (Early Years Register for children aged

0-5, Compulsory Childcare Register for 5-8 and Voluntary Childcare Register for over 8's).

- 66 Informal childcare, such as that provided by a relative, cannot be funded.
- 67 When making awards of childcare support, attention should be given to the prevailing rate of Free Childcare for Training and Learning for Work and childcare awards must not exceed the Free Childcare for Training and Learning for Work maximum.
- 68 Childcare allocations cannot be used by the college to finance the setting up of childcare places, and nor should they be used to make a financial contribution to the costs of a crèche. The awards should only be paid to, or on behalf of, individual learners aged 20 and above, who should be free to use the resource to support the childcare provision of their choice as long as it is subject to appropriate Ofsted registration.
- 69 20+ Childcare should not be used to provide support with childcare costs for learners who are eligible for the Free Childcare for Training and Learning for Work Scheme and is not to be used to top up any payments made from that scheme.

## **19+ Residential Bursary Funding**

- 70 A number (47) of designated providers will receive allocations of Residential Bursary Funding (RBF) to support learners attending specialist provision at land-based colleges and colleges of Art and Design on a course which requires a residential element.
- 71 RBF can be used to help learners reside in private accommodation as well as in accommodation owned or managed by the designated providers. Learners may remain eligible for RBF when they are receiving ALG.
- 72 It is for the 47 designated providers to decide the criteria and procedures for considering applications for support from RBF within the eligibility and administration requirements of this document. They are also responsible for making payments to eligible learners. However, priority must be given to learners who are unable to access relevant learning within daily travel from their home or where the costs of this are prohibitive. RBF have an advised maximum payment of £4,079 within London and £3,458 outside London on a pro-rata basis.
- 73 The 47 designated providers are allowed to use no more than 15% of their 2010/11 allocation or £25,000, whichever is the greater, to support learners who are able to travel daily, where the payment of fare costs cannot be met from the provider's hardship fund. Daily travel using RBF must only be considered as a last resort.

74 General hardship, including books and course equipment, cannot be funded through RBF and providers must record all payments including daily travel payments separately for audit purposes.

## **Audit and Management Information**

### **Financial and Data Monitoring**

75 Providers must have administrative procedures that:

- Record the details of learner applications for financial assistance; (including the financial value of applications as well as the number of awards);
- Account for the dLS distributed;
- Identify unspent funds at the end of the academic year or a likely underspend at key points in year.

76 Providers must also submit information detailing how dLS has been used. The data is used to demonstrate the efficacy of dLS and to demonstrate probity in the use of public funds. The data is collated in two ways:

- completion of mandatory field of the Individualised Learner Record (ILR). This is L34 for RBF, and L49 for other support reasons (see Annex E);
- financial reconciliation, completion of a monitoring form, which will be distributed separately. The return establishes the main uses of the fund and amount of awards. Additional narrative may be required to identify reasons for support (see Annex F).

77 Where a learner has received support from dLS it is mandatory that the relevant fields of the ILR are completed. Non or incomplete recording on the ILR will affect future years' dLS allocations.

78 Where a provider has not completed the required data monitoring and financial reconciliation forms by the due dates, the YPLA will deem the allocation of funding to be unspent and reserves the right to recover such funding in the next payment run and this will impact future allocation of discretionary funds. Where data is incomplete, providers will be asked to revise and resend the required return.

79 In order to fulfil its duty to protect public funds, the YPLA may use the information it holds to prevent and detect fraud. The YPLA may also share such information, for the same purpose, with other organisations that handle public funds.

80 When completing the monitoring form and management information return providers need to be aware that the definition of an adult learner, for this purpose, is a learner aged 19 or over on 31 August in the year in which they receive funding.

## Unspent Funding

- 81 If during the course of the academic year a provider considers that it will be unable to spend any part of its dLS allocation, it should **immediately** contact the YPLA policy team and arrange to repay the unspent amount. It is not possible to vire funds between the youth and adult budgets.
- 82 The YPLA policy team will aim to distribute any returned funds to other providers that can make use of further funding, and the YPLA may recover funds identified by providers as undistributed at the end of the academic year.
- 83 The YPLA cannot guarantee to reimburse overspends. **Institutions are therefore advised not to overspend in the expectation that there will be a reallocation of funds later in the year, as this may not be the case.**
- 84 The recovery of any dLS under-expenditure is expected to take place in October 2011 onwards.

## The Role of the discretionary Support Team, Learner Support Directorate, YPLA

- 85 The YPLA team will:
- Allocate all dLS funds fairly and transparently to providers;
  - ensure that accurate payments are made to providers and local authorities at the appropriate times;
  - liaise with local authorities and providers to ensure expenditure and management information will be available by the required deadline;
  - reconcile funds, recovering and redistributing unspent funds as appropriate;
  - ensure provider management information is processed accurately;
  - answer queries from providers.

## Audit Requirements for dLS 2010/11

- 86 For audit purposes, hard copies of all documentation for dLS should be kept for a period of at least six years.

### General

#### Access and Monitoring

- 87 The YPLA will give providers reasonable advance notice in writing of proposed visits to the provider or its sub-contractors, to observe the delivery of the services, by any person who has taken or will take no direct part in the conduct or content of the services.

- 88 For monitoring and evaluation purposes, the YPLA, the Skills Funding Agency, the Secretary of State and his agents, the Department for Education, Department for Business, Innovation and Skills, the National Audit Office, Representatives of the European Commission and the European Court of Auditors, the Audit Commission and the Inspectorates will have the right to visit all or any site(s) and view operations relating to the provision and to inspect relevant documents and interview learners and the provider's staff during these visits.
- 89 The provider will, and will ensure that its sub-contractors will, permit access at any reasonable time to any of the representatives listed in paragraph 88 in order to:
- a examine, audit or take copies of any original or copy documentation, accounts, books and records of the provider and its sub-contractors that relate to the Contract
  - b visit, view or assess the design, management and delivery relating to the Contract at any premises where those operations are carried out (including those of sub-contractors) and conduct relevant interviews, including interviews with learners, during these visits at any reasonable time;
  - c carry out examinations into the economy, efficiency and effectiveness with which the provider has used the YPLA's resources in the performance of the Contract.
- 90 Where reasonably required, the provider and its sub-contractors will provide copies of any relevant documents required by any of the representatives listed in paragraph 88.
- 91 The provider will, if required by any of the representatives stated in paragraph 88, provide appropriate oral or written explanations.

### **Specific to dLS 2010/11**

- 92 Provider Financial Assurance (PFA) would audit against the Financial Monitoring Returns submitted by the institutions and local authorities. Any audit would seek to validate the funding reported via this return, and, in undertaking the audit, PFA may seek, where appropriate, to place reliance on any recent internal audit work at a particular provider. There are various types of eligible funding and audit would be against these criteria.
- 93 Eligibility:
- evidence that the learner meets the standard residency criteria as contained in the guidance note – Learner Eligibility Guidance 2010/11;
  - evidence that the learner meets one of the priority groups identified in the guidance;
  - evidence that the learner is not eligible to receive Additional Learning Support (ALS) Funding;
  - evidence that the provider has identified a specific hardship need;

- evidence that providers make learners in receipt of income support aware of their responsibility to declare any funds received through dLS.

94 Application Process:

- written policies describing how funding will be prioritised and dispersed;
- records of application for each learner for dLS detailing the specific need and the amount required;
- records of approved applications;
- evidence of actual spend against each application i.e. invoices.

95 Equipment:

- evidence that equipment is recorded and monitored for future use by other learners i.e. asset register;
- evidence that the fund has been reimbursed for any equipment returned to the pool less depreciation.

96 Administration Costs:

- evidence that the administration costs amount to no more than 5% of the total adult allocation;
- evidence of actual spend on administration of the programme i.e. staff hours, invoices, overhead costs apportioned accordingly.

97 In addition to the above general requirements each element of dLS has additional evidence requirements as follows:

98 dLS: Hardship:

- evidence to confirm a learner's need for a bursary;
- evidence to confirm the actual spend against each application i.e. invoices.

99 dLS: 20+ Childcare:

- evidence that the childcare provider is registered with Ofsted;
- evidence of actual spend against each application i.e. invoices;
- evidence that the actual spend was eligible i.e. not used as set-up costs.

100 Transport:

- evidence that the application was eligible for funding.

101 RBF:

- evidence that providers have used no more than 15% of their adult allocation or £25,000 to support daily travel for learners;
- evidence to support daily travel payments made against each learner.

## Annex A – Key Dates for dLS

Key date	Action required	By whom
end of May 2010	Issue of final adult dLS allocations to providers	YPLA
<b>1 August 2010</b>	<b>Funding agreement schedule agreed, signed and received by policy team</b>	<b>Principals or heads of providers and YPLA</b>
Aug 2010	First payment of funds (50 per cent)	YPLA Finance
end Nov 2010	Information from providers to identify any pressures or likely underspend	Providers
Dec 2010	Second payment of funds (25 per cent)	YPLA Finance
end Feb 2011	Information from providers to identify any pressures or likely underspend	Providers
Mar 2011	Third payment of funds (25 per cent)	YPLA Finance
<b>12 Sep 2011</b>	<b>Financial monitoring returns to National Policy Team</b>	<b>Providers</b>
17 Oct 2011	Monitoring returns collated and analysed	YPLA Policy Team
Nov 2011	Reconciliation of funds	YPLA Policy Team
Nov 2011	Recovery of under-expenditure from providers and Local Authorities	YPLA Policy Team

## Annex B Other Forms of Financial Support

### Education Maintenance Allowance (EMA)

Education Maintenance Allowance (EMA) is an income-assessed weekly payment of up to £30, paid directly to young people who stay on in learning after they reach the statutory leaving age (that is, after the end of their compulsory schooling). Payments can be received for a maximum of three years from 16-19, and are dependent upon the learner meeting the conditions set by their learning provider in their learning agreement. EMA is available to young people on full-time further education courses at a college or school,

courses leading to an Apprenticeship, or to learners on a foundation learning programme. Courses must be a minimum of ten weeks and require at least 12 guided learning hours per week. More information about the EMA scheme is available from the EMA website: [www.direct.gov.uk/ema](http://www.direct.gov.uk/ema)

### **Care to Learn**

Care to Learn supports young parents aged up to (and including) 19 when learning starts by funding the cost of their (Ofsted-registered) childcare and associated transport costs.

Further information for learners interested in applying for Care to Learn can be found by telephoning the helpline on 0800 121 8989 or by accessing the following website: [www.direct.gov.uk/caretolearn](http://www.direct.gov.uk/caretolearn)

### **Residential Support Scheme (RSS)**

The Residential Support Scheme helps learners access education that is not available within reasonable travelling distance of their home. Further details on the Scheme can be obtained by visiting the following website: [www.direct.gov.uk/studyingaway](http://www.direct.gov.uk/studyingaway)

### **Professional and Career Development Loans**

A Professional and Career Development Loan is a bank loan individuals can use to help pay for work-related learning. From £300-£10,000 can be borrowed from a participating bank to help pay for learning. The loans can be used to supplement a grant or bursary or to help with living costs and other associated course costs.

Like any commercial bank loan, the money which is borrowed must be repaid, but with a Professional and Career Development Loan, the Young People's Learning Agency pays the interest on the loan while the individual is in learning and one month afterwards.

For more information, please visit: [www.direct.gov.uk/pcdl](http://www.direct.gov.uk/pcdl) or telephone our helpline 0800 585 505.

### **Adult Learning Grant (ALG)**

ALG encourages improved participation, retention and attainment among adults on low incomes.

ALG is intended to help low income adults, aged 19 and over, with the costs of learning. To be eligible, an individual must be studying full-time (450 guided learning hours in the academic year) for their first full Level 2 or first full Level 3 qualification at a Skills Funding Agency funded learning provider in England. The grant pays up to £30 per week (subject to financial assessment) during term time.

Further information on the ALG scheme can be found by logging on to the website: [www.direct.gov.uk/alg](http://www.direct.gov.uk/alg)

## **Free Childcare for Training and Learning for Work**

This scheme supports adults (aged 20 years and over) by paying for childcare and travel costs while they are undertaking learning leading to work. The scheme is aimed at low income two parent families where one parent is in work and the other parent is looking to enter learning. The scheme will provide up to £175 per child per week (or £215 in London) to help pay for childcare and transport costs.

Further information for learners interested in applying for this scheme is available by telephoning the Learner Support Service helpline on 0800 121 8989 or by accessing the following website:  
[www.direct.gov.uk/freechildcareforlearning](http://www.direct.gov.uk/freechildcareforlearning)

## **Annex C - Local Authority Duty for Transport for learners of sixth form age**

Local authorities have a duty to prepare and publish an annual Transport Policy Statement specifying the arrangements for the provision of transport or otherwise that the local authority considers it necessary to make for facilitating the attendance of persons of sixth form age receiving education or training at schools, colleges or any establishment receiving learner responsive funding. The duty applies to all Local Authorities in England.

For more information on this see the document *Guidance to Local Authorities in preparing their academic year 2010/11 transport policy statement* at the following link: <http://transportpartnerships.ypla.gov.uk/guidance/>

In particular Paragraphs 10-12 of that document set out the changes from the Apprenticeships, Skills, Children and Learning Act 2009.

## **Annex D Additional Learning Support (ALS)**

The document Funding Guidance 2010/11 Additional Learning Support can be found on the link below:

<http://www.ypla.gov.uk/aboutus/ourwork/funding/df/>

## Annex E ILR 2010/11 Extract

ILR Extract of relevant dLS funds fields – L34 Code 37 ‘Residential Support Scheme’ should be used to record RBF and L49 for all other forms of dLS.

Field	L34 Learner support reason – other (occurs 4)							
Required for	LR ER	Field length	2 (occurs 4)	Field type	Numeric	Field justification	Not necessary	
<b>Description</b>	Identifies categories of other learner support for the learner							
<b>Reason required</b>	To identify the demand for, and participation in, learner support and to assist in the evaluation of its effectiveness.							
<b>Valid entries</b>							<b>L R</b>	<b>E R</b>
	24	Adult learning grant (ALG)					Y	N
	25	Education maintenance allowance (EMA)					Y	Y
	32	Professional and Career Development Loan					Y	N
	35	E2E / Programme Led Apprenticeships (PLA) hardship fund					Y	Y
	36	Care to Learn (C2L)					Y	N
	37	Residential support scheme (RSS)					Y	N
	41	Time off for study					Y	Y
	49	Learner living on campus (accommodation owned or managed by provider)					Y	N
	50	Learner living off campus (accommodation leased by provider and sub-let to learner)					Y	N
	51	Learner living off campus (privately managed accommodation on provider recommended list)					Y	N
	52	Learner living off campus (privately managed accommodation not on provider recommended list)					Y	N
	53	Free Childcare for Training & Learning for Work (FCTLW)					Y	Y
	54	Adult Education Bursary (AEB)					Y	N
	55-96	Unassigned					Y	Y
99	no learner support or no more of the above					Y	Y	
<b>NOTES</b>						<b>Validation Rule</b>		
<i>All learners</i>								

- Where more than one category of learner support applies to a learner, enter up to four codes in the learner support reason fields. These different reasons should be justified from the left and 99 filled to the right.
- The same learner support reason must not be entered more than once, except an entry of 99. L34abcd\_1, L34bcd\_1, L34cd\_1,
- Time off for study (code 41) is the government guarantee that any young person who has not reached level 2 and who has become employed in a job without training has the right (by law) to seek time off from their employer to receive training at level 2 or higher.
- The use of the unassigned codes is only to be authorised by *the information authority*, and should not be used by providers unless such authorisation has been published.

### Examples

- A learner with only one learner support reason should be entered in this way: 24999999
- A learner with two learner support reasons should be entered in this way: 24259999
- A learner with no learner support should be entered as: 99999999

## LEARNER RESPONSIVE RETURNS

### Notes

### Validation Rule

#### All learners

- This field must be completed with a valid code from the above list. L34a\_5, L34b\_5, L34c\_5, L34d\_5
- Learner in residence codes, codes 49 – 52 should be used for learners who need to live away from usual home for the purposes of study. These codes will be used to monitor the number of learners in residential accommodation and in some cases may be used to allocate funding as specified in the funding guidance.
- Learner support reason entries cannot be a combination of Residential Support Scheme (code 37) and Adult Education Bursary (code 54).

Field	L4 9 Discretionary support funds (occurs 4)						
Required for	LR	Field length	2 (occurs 4)	Field type	Numeric	Field justification	Not necessary
Description	Identifies categories of discretionary support funds for the learner						
Reason required	To identify the demand for, and allocation of discretionary support funds and to assist in the evaluation of its effectiveness.						
Valid entries	01	19+ Hardship – fees					
	02	16-18 Hardship - general (books, equipment, accommodation, etc)					
	03	19+ Hardship - general (books, equipment, accommodation, etc)					
	04	16-18 Hardship transport					
	05	19+ Hardship transport					

06	20+ Childcare
07	Transport from local authority partnership
08-10	Unassigned
99	No discretionary support funds or no more of the above

## LEARNER RESPONSIVE RETURNS

### Notes

### Validation Rule

#### **All learners in receipt of discretionary support funds**

- |  |                                |
|--|--------------------------------|
| <ul style="list-style-type: none"> <li>The category of discretionary support funds entered in this field must be a valid code from above list.</li> </ul>  | L49a_1, L49b_1, L49c_1, L49d_1 |
| <ul style="list-style-type: none"> <li>The same category of discretionary support funds must not be entered more than once, except an entry of 99.</li> </ul>  | L49abcd_1, L49bcd_1, L49cd_1   |
| <ul style="list-style-type: none"> <li>Where more than one category of discretionary support applies to a learner, enter up to four codes in the discretionary support funds fields. These different reasons should be justified from the left and 99 filled to the right</li> </ul> |                                |
| <ul style="list-style-type: none"> <li>Code 01 (19+ Hardship – fees) should only be used with prior agreement from the SFA. Refer to the Learner Support Programme Discretionary Funding Guidance and Requirements.</li> </ul>   |                                |
| <ul style="list-style-type: none"> <li>The use of the unassigned codes is only to be authorised by <i>the information authority</i>.</li> </ul>  |                                |

### Example

- A learner with only one learner support reason should be entered in this way:
  - 01999999

#### **All other learners**

- Code 99, 'None of the above', must be used.

Note: The use of the unassigned codes is only to be authorised by the information authority, and should not be used by providers unless such authorisation has been published.

## Annex F Example Provider Financial Monitoring Data Form for 2010/11 Academic Year

This is an example of the MI required; this is due to be collected on via the web portal.



G:\LSD\Learner Support Funds\2009-

## Annex G - Allocations Methodology 2010/11

<i>Band</i>	<i>Weighting</i>	<i>%age</i>
0	1.0	77.34%
1	1.3	6.93%
2	2.0	5.71%
3	3.2	3.60%
4	4.5	2.61%
5	5.8	1.83%
6	6.9	1.13%
7	7.7	0.64%
8	8.0	0.22%
	Total	100.00%

For 2010/11 we have introduced a new national dLS allocations model. The model is based on SLNs from F05 of 2008/09 ILR plus a disadvantage uplift derived from learners' postcodes. Areas of deprivation are identified from the Indices of Multiple Deprivation 2004.

16-18 RBF allocations have not been based on the model, but based on historical allocations.

The weighted SLN (see table above) for each provider is multiplied by the dLS national funding rate to give the provider's total allocation.

The weightings applied are shown in the table; each learner postcode falls into one of 9 bands; a weighting is then applied to each band to multiply the SLN by the appropriate amount.

Therefore for the 77.34% of postcodes which fall within Band 0, identified as postcodes with the least disadvantage, no weighting has been applied to the SLN; for the 0.22% of postcodes in Band 8, postcodes with the most severe disadvantage, these have been weighted by 8 times the SLN. The weightings

show a national model, depending on the disadvantage factors the postcodes for your learners will be weighted accordingly.

Generally the figure produced by the model has been mitigated if the allocation results in an amount above or below a tolerance of 10% in comparison with 2009/10 allocation; then the allocation has been adjusted to within a 10% tolerance.

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