

MAYOR OF LONDON

GLA Adult Skills Fund 2025 to 2026

Funding and performance management rules for grant-funded providers

For the 2025 to 2026 funding year (1 August 2025 to 31 July 2026)

This document sets out the funding rules that apply to all providers of education and training for London residents who receive adult skills fund grant funding from the Greater London Authority.

Version 2

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Introduction to the adult skills fund (ASF)

The ASF aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.

Within ASF, further provision for tailored learning is available that supports wider outcomes such as to improve health and wellbeing, equip parents/carers to support their child's learning, and develop stronger communities.

This document is version 2 of the GLA Adult Skills Fund 2025 to 2026: Funding and performance management rules for providers that replace the GLA Adult Skills Fund 2024 to 2025: Funding and performance management rules for providers. We recommend that providers review the whole document.

What's new?

The following table represents the key changes from version 1 of the 2025 to 2026 ASF Grant Funding and performance management rules published in July 2025. Please note that this document applies from the date of its publication.

Table of changes

Section	Location	Change
London Living Wage	Throughout the document	Updated to reflect the change in London Living Wage as of October 2025
Trade Union Flexibility	London Flexibilities	Addition of the Trade Union Flexibility
Performance Threshold	Section 3	Introduction of 102 per cent performance threshold

Introduction and purpose of the document

1. This document sets out the Greater London Authority's adult skills fund ("ASF") funding rules for the academic year running from 1 August 2025 to 31 July 2026. The rules apply to all providers of education and training who receive ASF grant funding from the Secretary of State for Education acting through the Greater London Authority ("GLA"). Section 101 of the Apprenticeships, Skills, Children and Learning Act 2009 allows for funding to be subject to conditions in this way.
2. Providers must respond to the priorities set by the Mayor in the London Growth Plan, Inclusive Talent Strategy and those set by local commissioners and other stakeholders, for example London Skills Improvement Plan ("LSIP").
3. These rules do not apply to apprenticeships, advanced learner loans or to education and training services funded by the Department for Education ("DfE").
4. Grant funded providers paid on actual levels of delivery must also familiarise themselves with Section 4 - ASF grant-funded providers paid on actual levels of delivery of the rules.
5. This document forms part of the terms and conditions of funding and you must read them in conjunction with your Conditions of Funding (Grant). You must operate within the terms and conditions of the Conditions of Funding (Grant), these rules, and the Individualised Learner Record ("ILR") specification and supplementary GLA guidance. If you do not, you are in breach of the Conditions of Funding (Grant) with the GLA.
6. All information, including hyperlinks, were correct when we published this document.
7. The GLA reserves the right to make changes to these rules. This may be, for example, to ensure devolved ASF aligns to the priorities outlined in the London Growth Plan and Inclusive Talent Strategy and continues to comply with any requirements set by government.

How this document can help you

8. We have divided this document into four sections that contain the general funding requirements, ASF specific funding rules, payment and performance management rules and information specific to ASF grant funded providers paid on actual levels of delivery.
9. Each section may include:
 - the context of the rule in a box, and/or
 - the rule itself as a numbered paragraph

10. We have included a glossary to explain technical terms.
11. We have included a summary of changes to explain new policy rules and amendments that differ from version 4 of the GLA's 2024 to 2025 ASF grant funding and performance management rules.

Understanding the terminology

12. The terms 'GLA', 'we', 'us' and 'our' refer to the Greater London Authority.
13. When we refer to 'you', 'your' or 'providers', this includes colleges, higher education institutions and local authorities who receive funding from us to deliver education and training. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type.
14. We use the term 'grant agreement' to describe the GLA adult skills fund Conditions of Funding (Grant) which is issued to ASF grant providers.
15. We use the terms 'individual' and 'learner' to cover those whose provision is funded by us.
16. We use the term 'provision' or 'learning' to refer to all learning that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification.
17. If we refer to qualifications, either these will be from the Regulated Qualification Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
18. If we refer to a 'learning aim', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning identified by a Learning Aim Reference Code.
19. 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.

Contacting us

20. You can contact us through our Service Desk at skillsgrants@london.gov.uk. You can also contact your provider manager.

Section 1 – General funding requirements

21. These funding rules apply to all learners starting new learning aims on or after 1 August 2025 on the GLA's ASF grant funded provision, or continuing learners who have not completed their learning by 31 July 2025 but started before that date.
22. You must not transfer funding between your GLA-funded adult skills fund and any other education funding you may hold.
23. We will review and monitor whether ASF provision you provide represents good value for money. If we consider that funding is significantly more than the cost of providing education and training, we may reduce your funding after consulting with you.

Who we fund

24. We will fund eligible individuals, resident in London on the learning start date.
25. We will fund individuals for learning that is delivered at an employee's workplace, whose main employment or normal place of work is in England.

Residency

26. You must check the residency eligibility of a learner, including whether they are resident in London, at the start of each learning aim and only claim funding for ASF for eligible learners.

Age

27. On the first day of learning a learner must be aged 19 or older on 31 August within the 2025 to 2026 funding year to be GLA funded.
28. The age of the learner on 31 August in the funding year determines whether the learner is funded through the ASF funding methodology (for individuals aged 19 and over).
29. Individuals aged 19 to 24 with an Education Health and Care Plan are funded by the DfE through the young people's funding methodology and fall outside the scope of these rules.

Duration

30. Learners will be eligible for GLA ASF for the whole of the learning aim or programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner for any further learning they start.

Potential issues

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

Residency eligibility

33. Individuals will be eligible for ASF funding if they meet the criteria in who we fund section, the learning is taking place in England and they are ordinarily resident in London on the first day of learning.

Individuals who are not eligible for funding

34. You must not claim funding for individuals who do not meet the eligibility criteria set out in the residency eligibility section. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
 - those who are here without authority or lawful status
 - those who are resident in the United Kingdom on a student visa
 - those who are in the United Kingdom on holiday, with or without a visa
 - those who are in the UK on a sponsorship visa, including skilled worker visas and seasonal worker visas
 - those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

Learners with limited length visas

35. Providers must not fund learners who would not have enough time on their visa to complete their course and who do not intend to, or would not be eligible to, renew their visa. Where a course continues past a learner's visa expiry date, providers may at their discretion fund that learner only where they have a high degree of confidence that a learner intends to (and will be eligible to) renew their visa.
36. Learners who have applied for an extension or variation of their immigration permission
37. Any learner 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.

38. This only applies if the application was made before their current permission expired.
39. Their leave continues until the Home Office decide on their immigration application.
40. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so. Therefore, a 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. This is on the basis that the provider confirmed at enrolment that the learner intended to and will be eligible to renew their visa.

EEA and Switzerland frontier workers

41. An EEA or Switzerland frontier worker is someone who is employed or self-employed in the UK who resides in the EEA or Switzerland and returns to that residence in the EEA or Switzerland at least once a week.
42. Unlike other categories, a frontier worker or their eligible family member does not have to be resident in the UK on the first day of learning in order to have an eligible residency status.

Asylum seekers

43. Asylum seekers are eligible to receive full funding if:
 - they are resident in London, and
 - have lived in the UK for six months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
 - are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014
44. An individual who has been refused asylum will be eligible for full funding if:
 - they are currently resident in London, and
 - they have appealed against a decision made by the UK government against granting refugee status and no decision has been made within six months of lodging the appeal, or
 - they are granted support for themselves under section 4 of the Immigration and Asylum Act 1999, or

- they are receiving local authority support for themselves under section 23C or section 23CA of the Children Act 1989

No recourse to public funds conditions

45. 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.

Learners in the armed forces

46. British armed forces personnel, Ministry of Defence personnel or civil and crown servants that meet the criteria in paragraph 24 to 32, who reside in London, where the learning takes place in England are eligible for GLA funded ASF.

47. Members of other nations' armed forces stationed in England, and their family members, aged 19 and over, are eligible for GLA funded ASF, set out in paragraph 24 to 32 and resides in London. We will not fund family members that remain outside of London.

Fees and charging

48. 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.

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

Qualifying days for funding

50. A learner must be in learning for a minimum number of days between their learning start date and learning planned end date before you can earn funding, including learning support. You can access this information in the GLA ASF funding rates and formula for 2025 to 2026.

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

Recognition of prior learning (RPL)

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

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

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

54. You must not use prior learning to reduce funding for:

- English and maths qualifications up to and including level 2, or
- essential digital skills qualifications up to and including level 1

55. If a learner enrolls on an advanced subsidiary (AS) level qualification followed by an A level, you must reduce the funding claimed for the A level to take account of the prior study rate of the AS level and record this in the 'funding adjustment for prior learning' field in the ILR. You can access ILR information on the ILR specification, validation rules and appendices, and ILR guides and templates web pages in the ILR guidance.

Breaks in learning

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

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

58. You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in the ILR provider support manual.

59. 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.

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

What we will not fund

61. We will not fund:

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

Subcontracting

62. For information on subcontracting, please see Annex 6 – subcontracting.

Evidence

63. You must hold and retain evidence to assure us that you are using the funding appropriately. Most evidence will occur naturally from your normal business process.
64. You must make sure enrolments for GLA funded ASF support your decision to claim funding and support the individual's case for consideration as resident in London, or any exceptions set out in the 'Residency eligibility' section.
65. 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.
66. Annex 5 contains the details on the evidence required.

Section 2 – GLA funded ASF

Provision and individuals we fund

GLA funded ASF includes support for four legal entitlements to full funding for eligible adult learners. These are set out in the [Apprenticeships, Skills, Children and Learning Act 2009](#), and enable eligible learners to be fully funded for the following qualifications:

English and maths up to and including level 2 for individuals aged 19 and over who have not previously achieved a GCSE grade A* - C or grade 4 or higher, and/or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English or maths)

- first full qualification at level 2 for individuals aged 19 to 23, and/or
- first full qualification at level 3 for individuals aged 19 to 23
- Essential Digital Skills qualifications (EDSQs) or Digital Functional Skills qualifications (FSQs), up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1

Learners who meet the residency eligibility criteria in Section 1 and are below the London Living Wage earnings threshold criteria or unemployed will also be fully funded for qualifications within policy entitlements that include:

- free courses for jobs
- level 2 local flexibility
- 19 to 24 work placements
- SWAP
- The King's Trust (formerly known as Prince's Trust)
- English for speakers of other languages (ESOL)

An additional allocation for tailored learning is available to some grant funded providers, enabling the delivery of non-regulated provision. For more information refer to the tailored learning section.

The legal entitlements for level 2 and level 3 follow the definition of fullness in paragraphs 68 to 70 and 71 to 74 respectively. A learner can only be fully funded for one vocational qualification from the entitlement qualifications list when exercising their legal entitlement. Appropriate information, advice and guidance should be given to a learner and the learner should be made aware of their entitlement rights and progression routes on completing an entitlement qualification.

Learning for level 2 and below (including the legal entitlements)

67. For learners aged 19 and over undertaking English, maths and digital, please refer to Paragraphs 84 to 92.

Learning for level 2 and below (excluding English, maths and digital)

68. We will fully fund learners who are aged 19 to 23 and have not previously achieved a full level 2 if they choose a qualification from the level 2 legal entitlement list. You must not charge them any course fees.
69. Any other learners aged 19 and over wishing to undertake a qualification at level 2 or below (either from the legal entitlement list or local flexibility offer) will be fully funded if they meet the definition of being below the earnings threshold or unemployed. If they do not meet the definition of being below the earnings threshold or unemployed they will be co-funded.
70. For the funding year 2025 to 2026, providers can find the qualifications we have approved in the DfE list of qualifications approved for funding.

Learning at level 3 legal entitlement and the free courses for jobs (previously known as level 3 free courses for Jobs)

71. Learners aged 19 to 23 who have not previously achieved a full level 3 qualification must be fully funded, regardless of the LLW earnings threshold or employment status, if they choose a qualification from the level 3 legal entitlement or FCFJ list. You must not charge them any course fees.
72. Learners aged 19 to 23, may be funded through your FCFJ funding lines and will include the relevant uplift.
73. Learners who meet the residency eligibility, have exhausted their first level 3 legal entitlement and do not meet the definition of being below the London Living Wage earnings threshold or employment status have the option of funding through an advanced learner loan.
74. For the funding year 2025 to 2026, providers can find the qualifications we have approved in the DfE list of qualifications approved for funding.

Free courses for jobs offer (previously known as level 3 free courses for jobs)

FCFJ is a targeted offer to support adults who meet the definition of being below the London Living Wage earnings threshold or unemployed. From August 2025 the offer has been expanded to include a number of level 2 construction related qualifications, a list of the [new qualifications](#) is available. A list of all FCFJ qualifications is available via the [national DfE list of qualifications approved for funding](#).

The offer includes:

- qualifications which will support the development of new skills for adult learners and improve the prospects of eligible adults in the labour market. In particular, eligible adults can now access fully-funded provision from the list of FCFJ qualifications available via the national DfE list of qualifications approved for funding
- an uplift is payable at two 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 FCFJ offer

all learners, irrespective of age or when they started their learning, may be funded through your FCFJ funding line and will include the relevant uplift

75. Only qualifications included in the national 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
76. Londoners supported by the Free Courses for Jobs adult offer must meet the national residency eligibility criteria set out in DfE 2025 to 2026 ASF funding rules. Please note that these rules are amended from time to time.
77. We will fully fund learners as part of this offer where they:
 - are aged 19 or above on 31 August within the 2025 to 2026 funding year, enrol on the FCFJ qualification approved for funding and meet the eligibility criteria of being unemployed or below the London Living Wage earnings threshold
 - are aged 19 to 23 on 31 August within the 2025 to 2026 funding year, enrol on the FCFJ qualification approved for funding, have not achieved a full level 3 and earn above the London Living Wage earnings threshold
78. We will also fully fund learners aged 24 or older who do not meet the eligibility of being unemployed or below the London Living Wage earnings threshold where they

have not achieved a first full level 3 qualification, or above, which meets the level 3 requirements in Annex 4.

79. You must not claim for GLA ASF funding where learners are already being funded through an advanced learner loan (ALL), or a skills bootcamp (where applicable), for qualifications that are in the FCFJ offer. The criteria for ALL can be found in the ALL funding rules 2025 to 2026.
80. You must:
 - use LDM code 378 and FFI code 1 to claim funding for learners who meet the national earnings threshold criteria
 - use LDM code 378, FFI code 1 and LDM code 391 when recording learners who meet the national earnings threshold criteria
 - use LDM code 378, FFI code 1, DAM code 010 and DAM code 023 when recording learners who meet the London Living Wage earnings threshold criteria but earn above the national earnings threshold
 - use LDM code 378, FF1 code 1 and DAM code 023 to claim funding for learners who meet the requirements set out in paragraph 76
 - record the employment status of learners accessing the offer in the ILR
81. To determine qualifications that are eligible for FCFJ funding you must use learning aims that are marked with:
 - category code 45: Free Courses for Jobs rate 1, or
 - category code 46: Free Courses for Jobs rate 2, or
 - category code 49: Free Courses for Jobs – short qualification
82. Providers will also have discretion to use up to 50 per cent of their free courses for jobs allocation to fund learners who meet the criteria set out in paragraphs 94 to 104 and are enrolled on technical, vocational or occupational qualifications which are included in the GLA FCFJ regional flexibility list.
83. Qualifications funded through this local flexibility will not attract the uplift associated with qualifications in the national list, as outlined above. Please refer to the GLA ASF Technical Guidance Note for further information.

English and maths for those aged 19 and older

84. We will fully fund eligible learners for the following qualifications:
 - GCSE English and/or maths
 - Functional Skills English and/or maths from Entry to level 2
 - Stepping stone qualifications (including components, where applicable) in English and/or maths approved by DfE
85. To be eligible for the legal entitlement the individual must meet the residency eligibility and:
 - be aged 19 or over, and
 - not previously attained a GCSE in English or maths at grade 4 or above (or a qualification which is at a comparable or higher level) or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English and maths), as part of their legal entitlement
86. If a learner wants to retake GCSE English and maths qualification because they did not achieve a grade 4 (C), or higher, we will not fund the learner to only resit the exam.

87. You must not fund an apprentice for English and/or maths from GLA funded ASF.
88. You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill level 2.

Digital Skills for those aged 19 and older

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

General funding principles for English, maths and digital entitlements

91. We will fully fund non-regulated English, maths and digital for learners, including those learners assessed at pre-entry level with significant learning difficulties and/or disabilities as part of a personalised learning programme, where assessment has identified the learner cannot undertake the entitlements at paragraphs 84 to 90.
92. You must:
 - carry out a thorough initial assessment to determine an individual's current level using current assessment tools based on:
 - the national literacy and numeracy standards and core curriculums or DfE published English and Maths Functional Skills subject content, or
 - the national standards for essential digital skills or DfE published digital Functional Skills subject content
 - carry out an appropriate diagnostic assessment to inform and structure a learner's evidence pack to use as a basis for a programme of study
 - enrol the learner on a level above that at which they are assessed and/or of which they have prior attainment, and be able to provide evidence of this
 - deliver ongoing assessment to support learning
 - record the evidence of all assessment outcomes in the evidence pack

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

Unemployed

94. For funding purposes, we define a learner as unemployed if one or more of the following apply, they:
 - receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only
 - receive Employment and Support Allowance (ESA)
 - receive Universal Credit (UC), and their take-home pay as recorded on their UC statement (disregarding UC payments and other benefits) is less than £952 a month (learner is sole adult in their benefit claim) or £1534 a month (learner has a joint benefit claim with their partner)

- are released on temporary licence, studying outside a prison environment, and not funded by the Ministry of Justice

95. Providers may also use their discretion to fully fund other learners if either of the following apply. The learner:

- receives other state benefits (not included in the list above) and their take-home pay (disregarding UC payments and other benefits) is less than £952 a month (learner is sole adult in their benefit claim) or £1534 a month (learner has a joint benefit claim with their partner)
- is not receiving any benefits and the learner wants to be employed, and you are satisfied identified learning is directly relevant to their employment prospects and the local labour market needs or is seeking support with social integration, including those with no recourse to public funds. In order to claim full funding for learners who are unemployed and not in receipt of benefits, you must indicate that they earn below the national earnings threshold by using LDM code 391 and FFI code 1.

96. If the learner is unemployed and is claiming benefits you must complete the Benefit Status Indicator (BSI) to identify the learner is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5). (ILR specification 2025 to 2026: attribute field: Benefit Status Indicator).

London Living Wage earnings threshold

The GLA ASF London Living Wage earnings threshold enables learners to be fully funded if they are employed or self-employed and earn below either the London Living Wage hourly rate of pay or the calculated London Living Wage annual gross salary.

97. You may fully fund learners who are employed or self-employed, up to and including level 2 and the level 3 offers, if they earn below the London Living Wage earnings threshold.

98. The London Living Wage is an hourly rate of pay, calculated annually by the Resolution Foundation and overseen by the Living Wage Commission. It is currently set at £14.80 (October 2025).

99. The annual gross salary London Living Wage threshold is calculated based on the hourly F at that point in time, multiplied by 37.5 (hours per week), multiplied by 52 (weeks per year). The current annual London Living Wage threshold is £28,860.

100. For the purposes of calculating a learner's earnings, only income from employment should be included, universal credit and other state benefits must be disregarded.

101. The London Living Wage earnings threshold may change within the academic year. When this occurs, you can use this methodology to calculate the new annual London living wage earnings threshold.
102. You must have seen evidence of the learner's gross annual wages in these circumstances. This could be a wage slip or a UC statement within 3 months of the learner's learning start date, or a current employment contract which states gross monthly/annual wages. Please note this is not an exhaustive list, but you must evidence your decision to award full funding to an individual who would normally be eligible for co-funding.
103. You may also fully fund learners who meet the London Living Wage earnings threshold criteria for qualifications included in the GLA's flexibilities cited in paragraphs 105 to 137 unless otherwise stated in the relevant section.
104. To claim full funding for learners who earn below the national earnings threshold, you must use LDM code 391 and FFI code 1. Where the learner earns below the London Living Wage earnings threshold but earns above the national earnings threshold, you must use FFI code 1, DAM code 010 and DAM code 023.

London Flexibilities

105. The following section outlines the flexibilities that have been introduced this year and retained from previous academic years to support specific London priorities.

Continued professional development (CPD) to support disabled learners

106. We will fully fund eligible learning aims which support the upskilling of teaching or learning support staff to deliver improved specialist provision for disabled learners and learners with SEND within the adult/further education sector.
107. The above funding flexibility must be used to support eligible staff employed within the publicly funded adult and further education sectors in teaching or learning support roles.
108. Only learning aims approved by the GLA in advance of enrolment will be fundable within this flexibility. A list of eligible learning aims will be published on the GLA website and updated from time to time. In order to add a learning aim to this list of eligible learning aims, providers must submit a short business case, using the template found on the GLA website, to qualifications@london.gov.uk.

British Sign Language

109. We will fully fund individuals for BSL up to and including level 2, who meet the following criteria:

- any learner 19+ whose first or preferred language is British Sign Language (BSL), or
- any learners who cannot access spoken language because of their deafness and would benefit from BSL, or
- Parents and carers of deaf children and/or young people

110. We will also fully fund any learner aged 19 and over, where they meet the eligibility of being unemployed or below the London Living Wage earnings threshold, to study for qualifications in BSL, up to and including level 2.

111. This entitlement covers regulated award and certificate qualifications in BSL, up to and including level 2.

Level 3

112. Learners may be fully funded to undertake level 3 qualifications beyond the legal entitlement list, where they meet the eligibility of being unemployed or below the London Living Wage earnings threshold.

113. Qualifications eligible for the level 3 flexibility may include courses such as certificates or vocational diplomas that are designed to provide progression to work. Qualifications should be listed on the Find a Learning Aim service on GOV.UK as ASF adult core fundable learning aims. Further guidance will be issued about recording the flexibility on the ILR.

114. Qualifications such as Access to HE Diplomas are not in scope for the level 3 flexibility. Qualifications that are confirmed as being withdrawn under the review of post-16 qualifications at level 3 and below in England are not included. Permission should be sought from the GLA for the delivery of any qualifications that may fall outside the above arrangements but where exceptional circumstances may apply for priority employment reasons.

115. The level 3 flexibility is available in conjunction with the free courses for jobs offer discussed at paragraphs 75 to 83.

116. Providers must use their FCFJ allocations over their main ASF allocations to fund eligible learners where courses through the FCFJ offer and the GLA level 3 flexibility overlap.

London factor

117. The London factor was introduced in the 2021 to 2022 academic year to support a renewed focus on lifelong learning and progression from lower levels up to level 3

and beyond. The funding uplift is applied to the weighted base rate of all applicable qualifications.

118. Given the uplift to the national rates in the 2024 to 2025 academic year, the London factor will remain targeted at specific provision types. The following provision will continue to benefit from a 15 per cent London factor uplift:

- non-regulated formula-funded entry level essential skills core learning aims
- regulated formula-funded entry level essential skills core learning aims
- legal entitlements (English, maths and digital) at Level 2 and below
- non-regulated formula-funded learning aims that are specific to the GLA (e.g., licence to practice)
- Essential skills core, for the purposes of applying the London factor, is defined as learning aims with a tier 2 Sector Subject Area (SSA) of 6.1 (digital technology (practitioners)), 6.2 (digital technology (users)) or 14.1 (foundations for learning and life).

119. The additional investment to the essential skills core qualifications listed at paragraph 118, is to support you to offer more holistic and targeted support for learners. This support could include pastoral care, additional tailored support, employment coaching, and other delivery that ‘wraps’ around learning and addresses the challenges many learners with lower-level skills face in progressing in education and training.

120. As a condition of this additional investment, providers will be required to submit a delivery plan demonstrating how their proposed provision will meet the objectives for London as set out in the London Growth Plan and Inclusive Talent Strategy.

121. More information on how the funding uplift will be applied is available at the GLA ASF funding rates and formula for 2025 to 2026.

Level 4 qualifications

122. Learners may be fully funded to undertake non-prescribed vocational and technical qualifications at level 4 that support skills gaps in London, where they meet the definition of being unemployed or below the London Living Wage earnings threshold, regardless of prior qualification level.

123. A list of eligible qualifications will be published on the GLA website and updated from time to time. Funding any other Level 4 qualifications is subject to prior approval by the GLA. Please refer to the Technical Guidance Note for further detail.

124. Funding non-prescribed vocational and technical qualifications at level 4 will support ASF providers to offer clear progression routes from existing provision into skills training that leads to high labour-market returns and/or supports skills gaps in priority sectors for London.

Level 5 Certificate in Teaching English to Speakers of Other Languages (CELTA)

125. From the start of the 2025 - 2026 academic year, learners may be fully funded to undertake a Level 5 CELTA (Certificate in Teaching English to Speakers of Other Languages) qualification in London at an enhanced GLA-specific funding rate of £1,123, where they meet the definition of being unemployed or below the London Living Wage earnings threshold, regardless of prior qualification level.

Trade Union Qualifications

126. Trade Union Representatives are key to creating a healthy and safe workplace, workplace equality, and ensuring worker's rights are protected. The GLA recognises the importance that trade union representatives have free access to specific training courses.
127. All ASF eligible learners aged 19 and over wishing to undertake an approved Trade Union qualification/unit (from the GLA Trade Union learning aims flexibility list) will be fully funded irrespective of the London Living Wage threshold.

Licence to Practice

128. Learners may be fully funded for specific licences to practice, where they meet the definition of being unemployed or below the London Living Wage earnings threshold and have the right to work in the UK.
129. By funding licence to practice learning schemes, the GLA will offset the costs of industry accreditation and support increased progression into work for learners accessing sector-relevant training through the ASF.
130. The GLA will pilot this flexibility in the following sectors/occupations based on mayoral priority sectors and skills gaps.
131. Construction: Construction Skills Certification Scheme (Labourer).
 - The GLA will fully fund the Construction Skills Certification Scheme accreditation licence cost (CSCS card) and, if required, the test fee for the associated CITB Health, Safety and Environment qualification
132. Hospitality: SIA Licence (Door Supervisor).

- The GLA will fully fund the SIA licence cost and, if required, delivery of the associated First Aid qualification required to have been achieved by SIA Licence applicants

133. For both sectors, licence to practice costs can be claimed for eligible learners on their successful completion of a sector-relevant, licence-linked ASF-funded learning aim in the current academic year.

134. The GLA will provide further detail in the Technical Guidance Note for 2025 to 2026 on the sector-relevant ASF-funded learning aims that will enable this flexibility, and on the relevant coding to be able to claim this activity in the ILR.

Non-regulated formula-funded learning

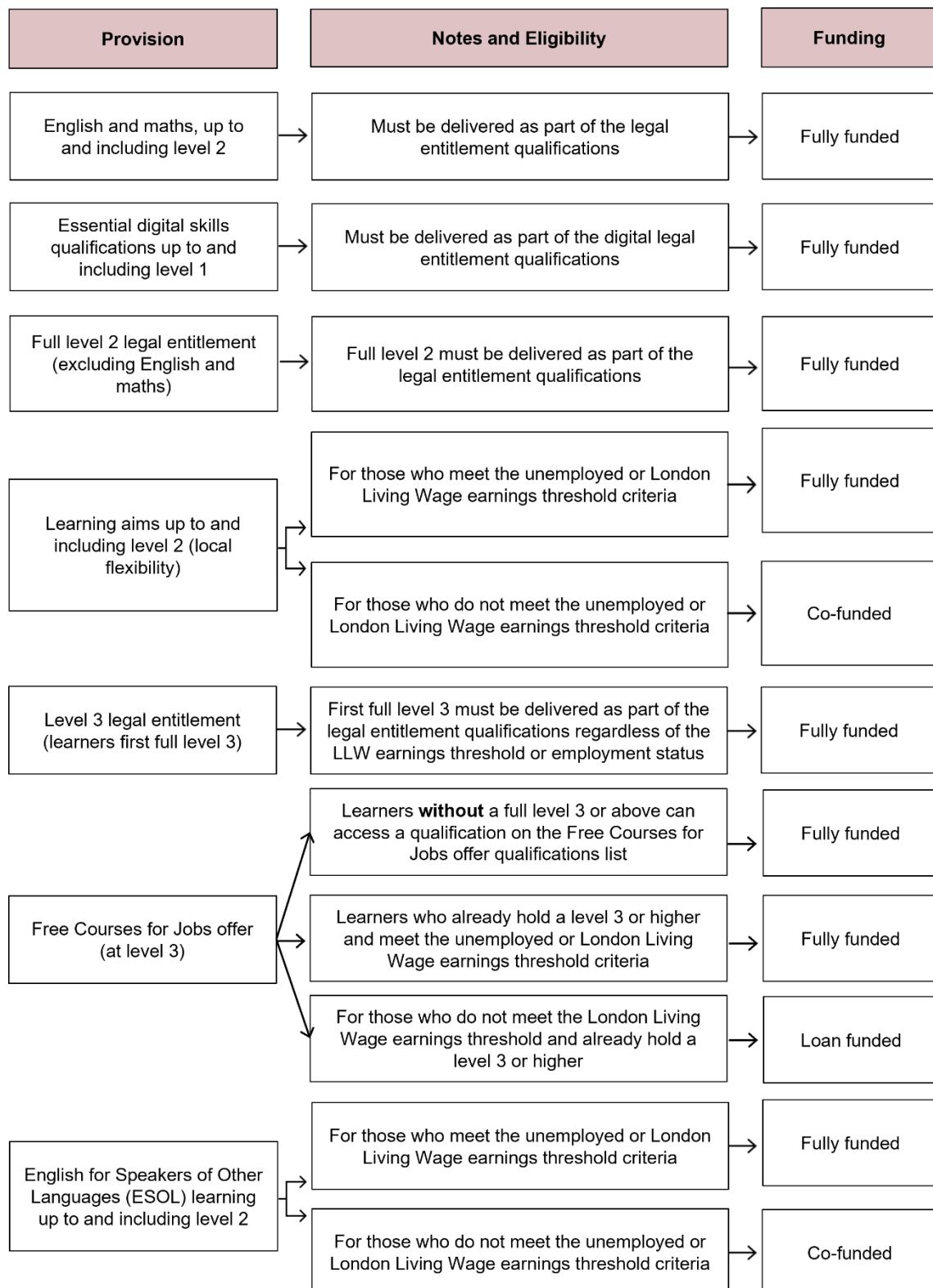
135. We will continue to fund non-regulated formula-funded learning, up to and including notional level 2, where it meets our definition of essential skills core.

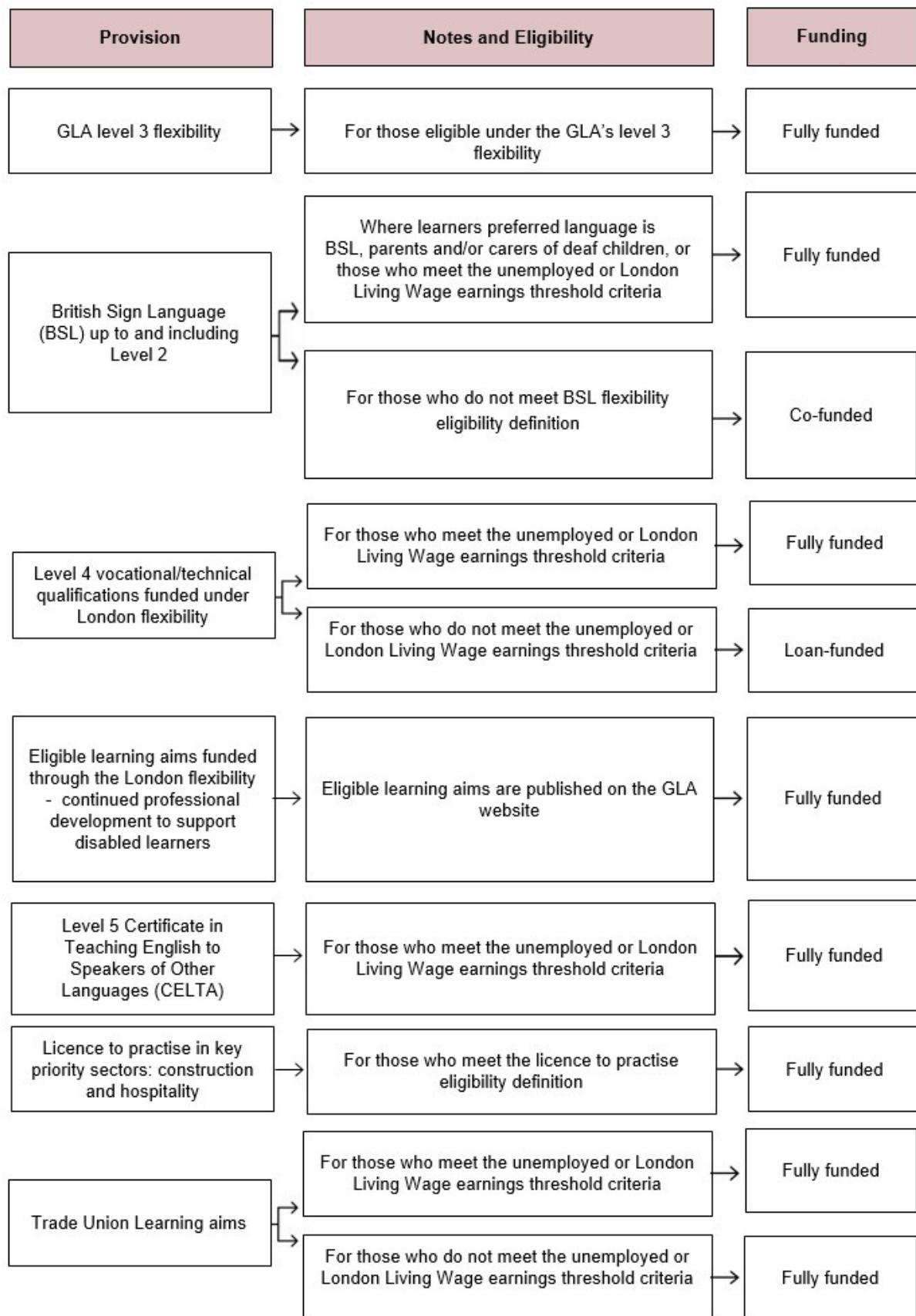
136. Essential skills core, for this purpose, are defined as learning aims with a tier 2 SSA of 6.1 (digital technology (practitioners)), 6.2 (digital technology (users)) or 14.1 (foundations for learning and life).

137. 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.

Contribution Chart 1: 19 to 23-year-olds

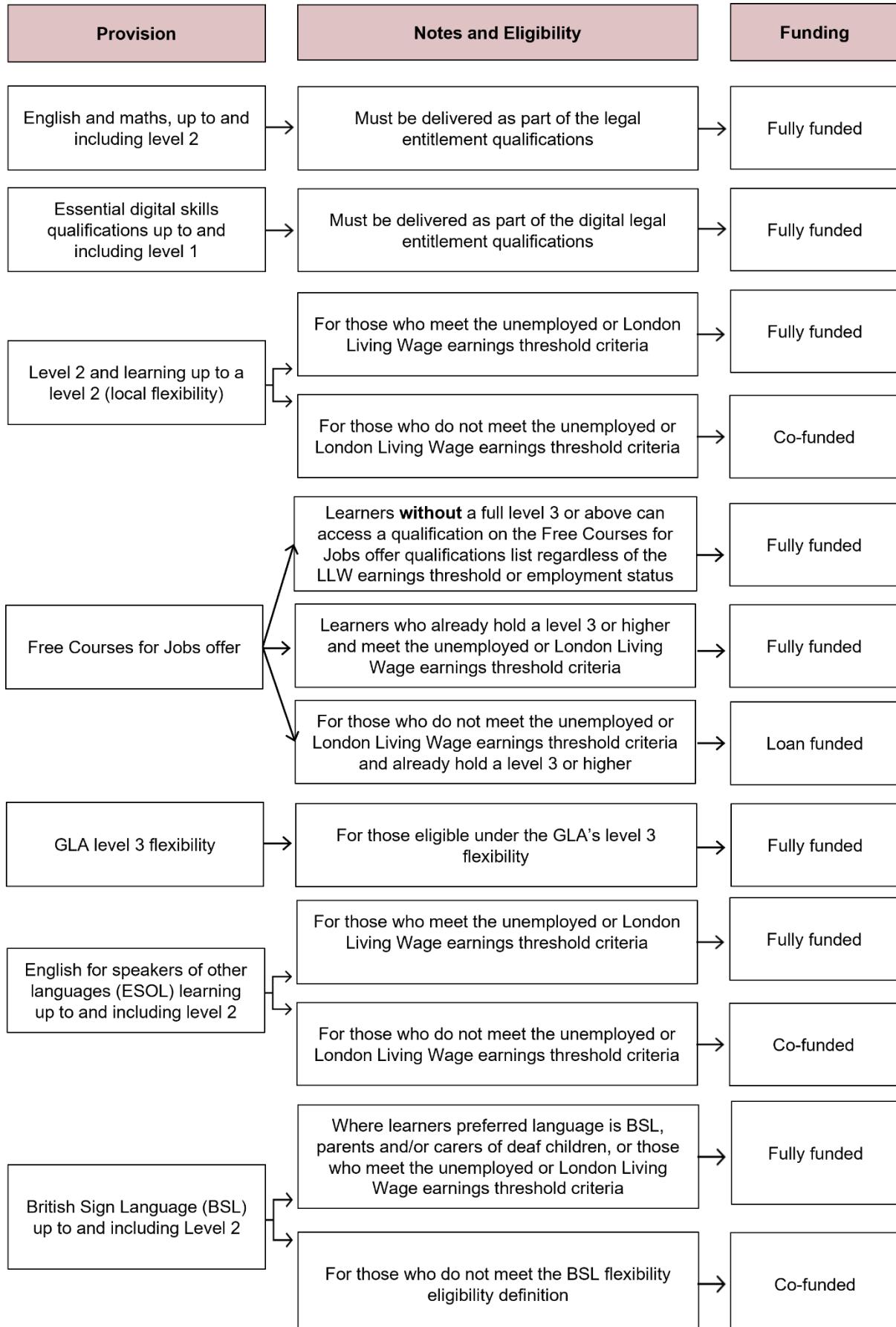
The level of contribution we will fund is as follows:

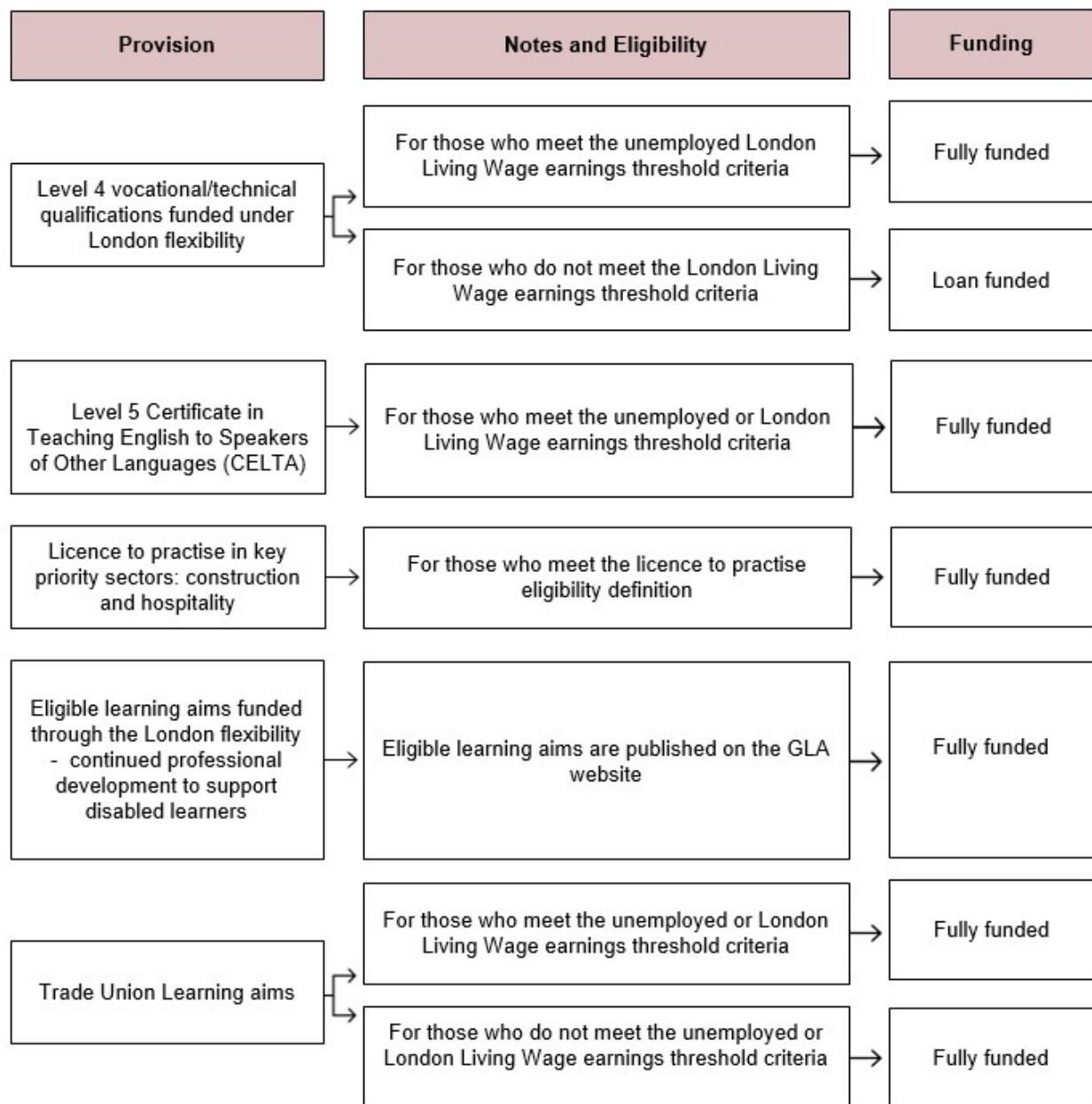




Contribution Chart 2: 24+

The level of contribution we will fund is as follows:





Work placement for 19 to 24-year-olds

138. We will fully fund individuals for a work placement who meet the definition of being unemployed or below the London Living Wage earnings threshold, and who:
 - are aged 19 to 24 on 31 August within the 2025 to 2026 funding year, and
 - enrol on one or more learning aims from the ASF core offer, or a vocational qualification listed on find a learning aim, alongside a work placement learning aim.
139. A learner's work placement must take place with an employer and allow the learner to develop new workplace knowledge, skills and behaviours. In total, the work placement element must be at least 70 hours and a maximum of 240 hours, and it must not be virtual or be simulated learning in an artificial environment.
140. A learner can have separate work placements in different organisations. These must last at least 2 weeks with each employer, and at least 70 hours in total with each placement supporting progression linked to their learning plan.
141. For learners on Jobseeker's Allowance or Universal Credit, work placements can be between 70 to 240 hours.
142. A learner who is undertaking work experience as part of a SWAP funded through DWP must not be funded through the 19 to 24 work placement.
143. For eligible learners aged 19 to 24 the work placement will be funded through the GLA funded ASF funding methodology, with further information available in the GLA ASF funding rates and formula for 2025 to 2026.
144. Providers must use learning aims that are marked with Adult Skills Fund – Work Placement, refer to the GLA ASF funding rates and formula for 2025 to 2026.
145. The employer must offer at the end of each work placement (which you must evidence) either:
 - a formal interview for a job or apprenticeship vacancy, plus feedback, or
 - an exit interview, written feedback and evidence of the learner's time and activities during the work placement

Sector-based work academy programme (SWAP)

The [Sector-based work academy programme \(SWAP\)](#) is designed to help Job Centre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them. SWAP can last up to six weeks and has three main components:

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

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

Only the pre-employment training element in England can be funded through ASF local flexibility, and normally lasts two to three weeks. Jobcentre Plus fund the other components and will pay any travel and childcare costs whilst claimants are on the work experience placement.

Further Education providers are part of the SWAP local design process and are informed when to expect referrals and how many.

146. You must keep a copy of the claimant's SWAP referral notification issued by Jobcentre Plus in the evidence pack setting out start date and times for their DfE funded ASF funded pre-employment training.
147. To claim full funding for claimants referred to SWAP pre-employment training you must use LDM code 375 and complete the Benefit Status Indicator (BSI) to identify the claimant is in receipt of Jobseeker's Allowance (BSI 1), Universal Credit (BSI 4), or Employment and Support Allowance (all categories) (BSI 5).

The King's Trust Team Programme

The [King's Trust Team Programme](#) (formerly known as The Prince's Trust) is a 12-week course designed to improve confidence, motivation and skills for eligible 16 to 25-year-olds. Each team recruits a mix of 16 to 25-year-olds of different abilities and backgrounds, including employees sponsored by their employer. We fund the team programme. Providers in partnership with the King's Trust run and manage it on a local basis

148. In order to deliver the team programme, you must get approval from The King's Trust.
149. For eligible learners aged 19 to 25, we fund the team programme through our ASF funding methodology. Please also refer to The King's Trust section in the GLA ASF Funding Rates and Formula for 2025 to 2026.

English for Speakers of Other Languages (ESOL)

150. ESOL qualifications are part of the ASF learning at level 2 and below offer, please refer to the provision and individuals we fund for eligibility criteria.
151. Providers offering ESOL qualifications may need to deliver additional learning to individual learners that incurs additional cost above the qualification rate. You can access information on how to do this in the GLA ASF Funding Rates and Formula.

Learners with learning difficulties or disabilities

152. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, and Children and Learning Act 2009.
153. The DfE has the responsibility for securing the provision of reasonable facilities for education and training suitable to the requirements of persons who are 19 and over. The DfE has delegated this responsibility to the GLA. This includes learners with an identified learning difficulty or disability who have previously had an Education, Health and Care Plan (EHC) plan and have reached the age of 25.
154. The 16 to 19 funding methodology will apply to learners aged 19 to 24 who have an EHC plan and require provision and support costs.
155. We will fund learners aged 19+ whose first language is BSL to study for a first qualification in BSL, up to and including level 2 as set out in paragraphs 109 to 111.

Learners with an Education, Health and Care (EHC) Plan

156. To access provision and support costs you must inform us before the start of the 2025 to 2026 funding year where a learner:
 - has reached the age of 25 and has not completed their programme of learning as set out in their EHC plan by the end of the previous funding year, or
 - will reach the age of 25 in the funding year, where their EHC plan is not extended by their local authority to allow them to complete their programme of learning
157. The learner must:

- have an EHC plan that confirms their needs could only be met by the training organisation they are, or were, attending
- continue to make progress on the programme of learning as set out in their EHC plan

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

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

Tailored learning

Tailored learning is primarily non-qualification based provision that is tailored to the skills needs of the learners, employers and local communities. Tailored learning is non-formula funded which gives it the flexibility to support learners furthest from the workplace and to meet changing employer needs. The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including improvements to health and wellbeing, and equipping parents/carers to support their child's learning.

Tailored learning includes employer-facing provision that has been designed in collaboration with employers and others, that is not qualification-based.

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

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

If we fund your organisation through an agreement paid on actual levels of delivery, you will not have a tailored learning allocation

160. Where applicable, your ASF allocation will include an amount of non-formula tailored learning funding. We state this value in Appendix 1 of your grant agreement.

161. To deliver tailored learning, you must:

- follow the GLA funded ASF tailored learning funded methodology and submit ILR data under funding model 11 for the delivery and support, and
- complete the funding claim
- You must not use tailored learning funding for learning that is:
- eligible for funding through an advanced learner loan (ALL)
- primarily or solely for leisure purposes. We define learning for leisure purposes as learning where the primary or sole intent of the learning is for leisure

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

163. Non-formula tailored learning funding is paid on a monthly profile, see Annex 3.

164. You must include costs for eligible learners, up to the value of your non-formula tailored learning allocation. This should include the cost of delivering learning and any support costs, in line with learner and learning support set out in paragraphs 174 to 184. You must record these costs in the learner's evidence pack and maintain evidence that support the costs for audit purposes.

165. We will monitor tailored learning provision through the ILR and claim submissions and may require you to provide information on your delivery where it does not represent value for money.

166. You have the flexibility to use your tailored learning funding in line with the ASF formula funded methodology (funding model 38), to meet local demand. This flexibility works one way, you cannot use your ASF formula funded allocation to fund additional tailored learning.

167. You can use the amount of non-formula tailored learning funding (stated in Appendix 1 of your grant agreement) to deliver formula funded non-regulated provision. If you do, you must:

- follow the ASF formula-funded methodology and submit ILR data under fund model 38, and
- enrol learners following the ASF eligibility requirements set out paragraphs 24 to 50, you must not use your tailored learning local fee remission policy

168. You can support learners aged under 19 if they meet both of the following, they are:

- a parent, carer or guardian attending a wider family learning
- funded through non-formula tailored learning using funding model 11 in the funding model field (refer to ILR guidance for more information)

169. Tailored learning courses are delivered and reported on the ILR under the following purpose types, please refer to the 2025 to 2026 ILR specification for further details:

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

170. Learner outcomes of tailored learning courses are reported on the ILR. Please refer to the 2025 to 2026 ILR specification for further details.

171. The eligibility principles we apply to tailored learning provision are as follows:

- learners must meet the residency eligibility criteria set out in paragraphs 24 to 47
- it must not be provision linked to UK visa requirements
- it must not be provision linked to occupational regulation unless there is an agreed concession in place
- it must not be learning, for example, 'induction to college', that should be part of a learner's experience
- it must not be used primarily or solely for 'leisure' purposes
- it must not be a non-regulated version of a regulated qualification. That includes regulated qualifications that are not currently approved for funding

- it must not be above notional level 3

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

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

Support funding

The ASF's overarching aim is to support as many eligible adult learners as possible to access learning. Some learners will need additional support to start or stay in learning.

Where you identify that a learner has a learning difficulty or disability, or a financial barrier, your ASF allocation enables you to claim learning support and/or learner support funding to meet the additional needs of learners.

Support for learners undertaking tailored learning is funded from within your tailored learning allocation.

Learning support

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

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

176. You must:

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

- record details of reasonable adjustments required and how support will be planned and delivered
- record and retain the appropriate evidence to demonstrate that the planned support has been delivered
- confirm the continuing necessity and appropriateness of these reasonable adjustments on a monthly basis
- report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the 'Learning Delivery Funding and Monitoring' field and entering the corresponding dates in the 'Date applies from' and 'Date applies to' fields. This does not apply to any non-formula tailored learning

177. Learning support funding can only be claimed for each month in which reasonable adjustments are provided to the learner and where evidence of costs can be provided. For months in which no reasonable adjustments are necessary, or no costs have been incurred, a claim for learning support funding must not be made.

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

179. You must keep evidence of these additional costs in the evidence pack. You must only record the excess amount on the EAS, not the whole learning support cost.

180. For learning aims with a planned length of less than one calendar month, the funding calculation has been changed so that, in most cases, you should no longer need to use the EAS to claim the learning support. However, if you see that this funding has not been reflected in your funding reports, and we expect this to be in exceptional cases only, then please claim the entire cost of the learning support through the EAS, instead of just the excess.

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.

181. You must submit ELS claims at the beginning of the learner's programme, or when you identify the learner requires support costs of more than £19,000 in a funding year, by completing and sending the GLA exceptional learning support cost form document.
182. To claim exceptional learning support for a learner aged 19 to 24 you must confirm why the individual does not have an EHC plan. This should be a letter or email from the learner's local authority stating the reason(s) why the individual does not need an EHC plan.
183. When you claim exceptional learning support you must explain why you have claimed the amount you have, which would be linked to the learner's assessment and planned learning support claim. You must only claim amounts for your costs of providing the support to the learner and not include any indirect costs or overheads.

Learner support

184. Learner support is available to provide financial support for individuals with a specific financial hardship preventing them from starting or staying in learning. Before you award support to a learner, you must identify their needs within the following 'categories':
 - hardship funding – general financial support for vulnerable and financially disadvantaged learners
 - 20+ childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare costs
 - Care to Learn top up for 19-year-olds – see paragraphs 195 to 196.
 - Residential access funding – to support GLA ASF-funded learners (set out in paragraph 197) where they need to live away from home in order to access provision
 - ICT devices and connectivity - to support disadvantaged learners who cannot undertake online delivery
185. You must not claim more than five per cent 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.
186. GLA-funded providers are required to report Learner Support costs using the Earnings Adjustment Statement (EAS). For more detail on completion of the EAS for GLA-funded delivery please refer to the GLA earnings adjustment statement guidance.

187. You must:

- have criteria for how you will administer and distribute your funds, these must reflect the principles of equality and diversity and be available to learners and to us on request
- assess and record the learner's needs, demonstrating the need for support – you must record this information and retain in the evidence pack
- report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR
- complete three funding claims throughout the year, and record costs regularly through the earnings adjustment statement process
- consider the availability of other support for learners, for example from Jobcentre Plus
- make it clear to learners it is their responsibility to tell the Department for Work and Pensions about any learner support they are receiving from you, as learner support payments may affect their eligibility to state benefits
- Use either ASF or loans bursary to support specific provision funded by either ASF or ALL where a learner is on 2 courses at the same time

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

- essential equipment or facilities if the learner is eligible for full funding with the exception of the items covered in the Hardship section at paragraph 189 and ICT devices and connectivity section at paragraph 199
- a learner in custody or released on temporary licence
- a learner carrying out a higher education course or learning aims fully funded from other sources
- to pay attendance allowances or achievement and attendance bonuses

Hardship

189. You can use hardship funds for the following:

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

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

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

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

20+ childcare

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

193. You must not use childcare funding to:

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

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

19-year-olds Care to Learn

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

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

Residential access funding

197. You can use residential access funding to support GLA-funded ASF 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.
198. You must:
 - set out the criteria and procedures for considering and agreeing applications for support from your residential access funds
 - only pay for travel costs for learners who are awarded residential access funding in exceptional circumstances
 - only claim residential access funding for the period the learner is resident, this could be in accommodation you own or manage or other accommodation which you have agreed to fund in line with your criteria
 - ensure you evidence the costs that make up your claim represent value for money for the local area
 - publish your rates where you have your own residential facilities

ICT devices and connectivity

199. You can support disadvantaged learners who are undertaking classroom or blended learning to continue to participate via online learning where the learner does not have:
 - internet access at home, and/or
 - a suitable device, for example a laptop or tablet, to complete the necessary online course work
200. You must secure value for money when purchasing IT devices and/or internet access including:
 - deploying any unused devices before you purchase new ones
 - exploring options to access low cost second hand or recycled devices
 - avoiding entering long term contract arrangements
 - holding a record of actual costs for any IT devices and/or internet access bought for this purpose and make this available to us, if asked

- IT devices you purchase must only be loaned out to learners and returned at the end of their learning aim to allow them to be re-used by other learners. Learners must sign a declaration, confirming:
 - they will return the device when their online learning aim(s) is complete, or if they leave before completing their learning
 - they will return the device in the same condition in which they received it

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

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

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

Job outcome payments

203. The earnings method principles have changed for grant funded providers paid on profile starting aims on or after 1 August 2024. In previous years 20 per cent of funding was held back and only earned on achievement of the learning aim; this will continue for grant funded providers paid on actuals. However, this 20 per cent element will now be earned on completion for grant-funded providers paid on profile for new starts from 1 August 2024. We therefore refer to 'achievement /completion' and 'achieves/completes' to reflect the difference. For more information please refer to the GLA funding rates and formula guidance.

204. For fully funded learners who are unemployed we will pay 50 per cent of the achievement/completion payment if they start a job before achieving/completing the learning aim. If the learner then achieves/completes the learning aim, we will pay the remaining achievement/completion payment. The following conditions apply:

- the learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for 4 consecutive weeks
- where the learner was claiming benefits relating to unemployment, they must also declare that they have stopped claiming those.

Section 3 – Payments and performance management

Overview

205. This section sets out the principles by which we will manage your performance in the 2025 to 2026 funding year.
206. For the purposes of this section, we use the term ‘grant value’ to mean your funding allocation as set out in Appendix 1 of your grant agreement.
207. We will apply our principles of performance management consistently to all ASF grant funded providers.
208. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. Your track record will include Ofsted grades, minimum quality standards, education performance data, financial health, financial management and control, and your previous delivery against your grant agreement, where this information is available. Further information is available in our monitoring and intervention policy – managing provider performance.
209. As part of our financial assurance and monitoring work, we will continue to monitor compliance with the funding rules. We will contact you where we identify you have submitted data, claims or evidence that does not meet our funding rules and ILR and EAS requirements. We will require you to correct inaccurate ILR and EAS data or to adjust your final funding claim.
210. We expect you to undertake termly performance management meetings with us.
211. The frequency of monitoring and review visits may be increased if you are underperforming or we have other concerns about your delivery.
212. We strongly encourage you to submit monthly ILR and quarterly EAS returns via the national process.
213. You must submit your funding claims in line with the funding claims 2025 to 2026 guide which we will publish in autumn 2024. We will review the actual spend you submit in your final funding claim against the ILR and EAS data you provide.
214. In autumn 2025, we may use your 2024 to 2025 outturn to review your grant value for 2025 to 2026. We may increase or reduce your 2025 to 2026 grant value to a level that is in line with your 2024 to 2025 outturn (increases are subject to affordability and providers meeting our track record criteria set out in paragraph 208).

215. If you have been underperforming against your funding allocation for two consecutive academic years, we reserve the right to adjust your grant value in subsequent academic years accordingly.
216. If you perform below the minimum ASF grant allocation of £100,000 for two consecutive academic years, we reserve the right to discontinue your funding in subsequent academic year accordingly.
217. Where the conditions set out in either paragraphs 215 or 216 are applicable, you will be given the opportunity to submit a business case outlining why funding should not be reduced/ removed.
218. You can voluntarily reduce your ASF funding allocation. If you want to do this, please let your GLA Provider Manager know as soon as possible.
219. Your Conditions of Funding (Grant) will span two financial years:
 - August 2025 to March 2026: periods 1 to 8 of the 2025 to 2026 funding year, and
 - April 2026 to July 2026: periods 9 to 12 of the 2025 to 2026 funding year

220. We may increase or decrease the number of performance management meetings we operate, in line with delivery against the funding available for ASF.

ASF grant providers paid on profile

221. Your ASF is allocated to you as a block grant for 2025 to 2026. We will make payments on the standard national profile as set out in Table 1 of Annex 3.
222. Your grant agreement will state the maximum amount of ASF provision you can deliver between 1 August 2025 and 31 July 2026. It will also state the maximum value of non-formula funded tailored learning we will fund (where applicable to you).
223. Your ASF block grant can be used to fund new starts for adult skills, non-formula funded tailored learning (where applicable to you) and learner support.
224. You must provide three funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year. The funding claims must include adult skills, non-formula funded tailored learning and learner support funding. The funding claims you must provide are set out below but please refer to the funding claims guidance (when published) for details of the:
 - mid-year funding claim

- year-end forecast claim, and
- final funding claim

225. At the end of the 2025 to 2026 funding year we will apply a three per cent reconciliation tolerance for under-delivery. Where your delivery of the overall ASF is at least 97 per cent of your ASF block grant funding allocation, we will not make a year-end adjustment to your ASF block grant funding allocation and you will not have to pay back any unspent funds.

226. If you do not deliver 97 per cent or above, we will confirm the value of funding you must pay back in your reconciliation statement.

227. We will fund up to 2 per cent of over-delivery above your grant funding value at the end of 2025 to 2026 funding year. This means we will fund delivery up to 102% of your ASF allocation. Any delivery you undertake above this level will be at your own risk.

228. Our calculation of performance thresholds regarding your tailored learning allocation will only include delivery of non-formula funded tailored learning up to the value specified in your grant agreement (where applicable). Any underspend on tailored learning can be offset by overspends on your other funding lines.

229. If a learner is continuing learning at the final R14 data collection at the end of the year, but you record in a subsequent ILR year that they should have left in the previous ILR year, you will have earned funding that you need to pay back. You can pay this funding back through the earnings adjustment statement as per the GLA ASF funding rates and formula for 2025 to 2026. You will be required to submit an additional return identifying the learner who is the subject of the late data and further guidance on the process is included in the GLA ASF Technical Guidance Note.

230. ASF block grants and ASF agreements paid on actual levels of delivery remain separate with different payment and performance management arrangements. You cannot vire funds between the two without our prior written approval.

Increases to your ASF grant agreement

231. If the budget allows, we will provide information on opportunities to request increases to your adult skills fund allocation.

Monitoring and managing performance

232. GLA provider managers will work closely with ASF providers to ensure that their delivery and performance meets the criteria agreed in the grant agreement. GLA Provider Managers will undertake regular monitoring visits to providers and will

raise any concerns regarding delivery, including performance, at the earliest opportunity.

233. Where issues with performance and/or the quality of delivery are identified, we will work with you, the DfE and Mayoral Combined Authorities (where appropriate) to develop an action plan to address these issues. If performance does not improve in accordance with the action plan, we reserve the right to reduce your grant value.
234. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. We may not consider growth requests and may reduce or remove your allocation if one or more of the following is true:
 - your Ofsted grade is 'urgent improvement required' in any evaluation area relevant to GLA funded ASF provision
 - you are in formal intervention for minimum standards or inspection
 - you have been issued with a notice for financial management and control
 - you have been issued with a notice to improve, additional conditions of funding or additional contractual obligations in relation to minimum quality standards for 19+ education and training
 - you have significantly underdelivered against your funding agreement value in previous years
 - you are subject to an investigation for breach of funding agreement and/or failed audit
235. Please refer to GLA managing provider performance for further details on GLA ASF Grant-funded provision monitoring and intervention processes.

Free Courses for Jobs Offer

236. All learners, irrespective of age or when they started their learning, may be funded through your FCFJ funding line and will include the relevant uplift.
237. Funding for learner support and learning support is included in your FCFJ allocation. We will make payments on the standard national profile as set out in Table 1 of Annex 3, Standard national profiles.
238. You must use LDM code 378 to record delivery for free courses for Jobs offer when you submit ILR data. Please refer to the ILR specification for more information about using LDM codes.

239. You must provide 3 funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year. The funding claims you must provide are set out below but please refer to the funding claims guidance for details of the:

- Mid-year forecast funding claim
- Year-end forecast funding claim
- Final funding claim

240. At the end of the 2025 to 2026 funding year we will apply a 3 per cent reconciliation tolerance. Where your delivery is at least 97 per cent of your allocation line, we will not make a year-end adjustment and you will not have to pay back any unspent funds.

241. If you exhaust your FCFJ allocation, you have the flexibility to use your Tailored Learning and ASF core allocations to fund additional FCFJ provision. This flexibility works one way, you cannot use your FCFJ allocation to fund additional Tailored Learning and ASF core provision and we will not fund additional tailored learning delivery above the value specified in your funding agreement.

242. If additional funding is allocated to you and you do not want this funding or do not have the capacity to deliver, you can decline the additional funding or reduce the allocated amount. We will assume you can deliver the additional funding and issue a grant agreement variation unless you let your Provider Manager know otherwise.

Section 4 – ASF grant-funded providers paid on actual levels of delivery

243. This section applies to providers that hold a grant funding agreement payable based on actual delivery with the GLA for the 2025 to 2026 academic year. Provision delivered under these agreements will be managed in the same way as other ASF grant-funded provision, unless otherwise stated in this section.
244. If you are paid on actual levels of delivery, please refer to this section of the rules instead of Section 3.
245. Where your grant agreement refers to delivery targets, we will monitor and manage performance against these in the same way as other ASF grant-funded provision - through the managing provider performance for colleges and managing provider performance for ITPs - unless otherwise stated in this section.
246. For the purposes of this section, we use the term 'lifetime grant value' to mean the value of the GLA ASF funding awarded to you for the entire duration of the grant delivery period, where a grant has been awarded for multiple years.
247. You must use DAM code 002 to record the delivery of provision funded when you submit ILR data. You must provide a monthly ILR return for this provision.
248. We will pay the adult skills component on the basis of your actual delivery each month. For the 2025 to 2026 academic year we will be using the DfE's ILR methodology and payments system service offer to calculate your payments. For each funding year, we will therefore pay only up to the funding year grant value for funding periods 1 to 8 in the first financial year (August to March), and only up to the funding year grant value for funding periods 9 to 12 in the second financial year (April to July).
249. If you have incurred Learner Support costs you can claim these via the EAS, following requirements for MCA/GLA-funded procured delivery, more details of which can be found at Annex 2.
250. You must provide 3 funding claims setting out your actual delivery to date and, where appropriate, provide a forecast for the remainder of the funding year. The funding claims you must provide are set out below but please refer to the funding claims guidance for details for the:
 - mid-year forecast funding claim
 - year-end forecast claim
 - final funding claim

251. The value of your actual delivery will be calculated using the validated data and claims provided by you. We will reconcile this funding at the end of the funding year based on your annual final funding claim and evidence you have provided. We will make any necessary adjustments following this, including recovering any overpayments for ineligible delivery or errors identified through audit or monitoring.
252. Where your grant agreement is for multiple years, we may increase or reduce your lifetime grant value to a level that is in line with your 2025 to 2026 performance or at the sole discretion of the GLA, pay for excess delivery. Any increases in lifetime grant value or excess payments are subject to affordability and your performance track record against criteria set out in the managing provider performance for colleges 2025-26 and managing provider performance for ITPs 2025-26.
253. You can voluntarily reduce the value of your grant agreement. If you want to do this, please inform your GLA provider manager.
254. The provision delivered under the grant agreement must be in line with the terms of the grant agreement. Any changes to your planned delivery must be agreed with the GLA in advance. Where your grant agreement refers to targets, your performance against these will be reviewed on a regular basis in line with the arrangements set out in the managing provider performance for colleges and managing provider performance for ITPs.
255. Your allocation can only be used to deliver skills fund adult core formula-funded activity. We will not fund non-formula funded provision through your agreement.
256. Provision must be delivered in person, or in a combination of in person and online delivery.
257. Whilst a proportion of learners can receive their full training online, this cannot be the case for every learner you engage with across your ASF delivery.
258. You cannot vire funding between the allocations set out in this agreement with any other GLA allocations, or other budgets funded by the DfE or other devolved authorities. You cannot vire funding between any separate ASF and FCFJ allocation lines within your agreement.
259. The 97 and 102 per cent tolerance threshold referenced in paragraphs 227 to 228 will not apply to your grant agreement. Provider payments are based on actual levels of delivery.
260. We will use a number of indicators to ensure learning provision is of a high quality. These indicators will include, but are not limited to, Ofsted grades, minimum quality standards, education performance data, financial health assessments, financial management and control, and your previous delivery against your grant agreement (where this information is available) to assess your ability to deliver education and

training to the required standard. Further information is available in our monitoring and intervention policy – Managing Provider Performance for Colleges and Managing Provider Performance for ITPs.

261. We would expect ASF providers paid on actual levels of delivery to hold, or be working towards the achievement of the Matrix Standard for information, advice and guidance (IAG) services.
262. The GLA may reduce or terminate your grant allocation value if it considers your performance to be unsatisfactory based on your claims or the outcome of our monitoring and review processes. Where a reduction in your grant allocation applies, will reflect some or all of the value of the under-delivery to date outside of the delivery targets set out in your grant agreement. We may extrapolate the reduction forwards. This means we will reduce your allocation for the remainder of the year by the same percentage we reduce your year-to-date allocation.
263. You will be able to draw down a fixed payment of £400 (before any disadvantage uplift) from your annual ASF allocation on the achievement of an ASF job outcome that meets the definition of 'good work' set out in paragraph 264.
264. To claim an ASF job outcome payment, you must be able to demonstrate that:
 - the learner has already completed one or more adult skills learning aims that, taken together, last for a minimum duration of 55 guided learning hours, and
 - within six months of completing their programme of learning, the learner has entered employment, an apprenticeship or a paid supported work placement that meets the definition of 'good work', i.e., it:
 - is expected to last at least four weeks'
 - pays a basic salary of at least the London Living Wage
 - is for a minimum of 16 hours per week, and
 - does not involve the use of zero-hours contracts
265. The London Living Wage is currently £14.80 per hour and is usually revised in October or November.
266. Employers committed to paying the London Living Wage have until the following May to implement the uplift across their workforce. Until this date, a job outcome will still meet the definition of 'good work' if it pays above the previous London Living Wage earnings threshold.

267. If you have supported a learner to achieve self-employed status in sectors where self-employment is a pre-requisite to employment, and the criteria at paragraph 264 are met, a 'good work' job outcome can also be claimed.
268. ASF job outcomes must be reported in the ILR, within the year(s) of your grant agreement, using the GLA-specified Jobs and Skills Programme Outcome Payment learning aim, coded as Funding Model 38. There are specific coding requirements for reporting ASF job outcomes in the final year of your grant agreement. For more detail please refer to the GLA ASF Technical Guidance Note.
269. ASF job outcome payments will be processed as part of your monthly ILR return. Your Good Work Job Outcomes allocation is ringfenced for the delivery of job outcomes and will be reconciled based on the actual delivery of job outcomes.
270. Evidence of the learner's ASF job outcome must be collected and retained and include:
 - a copy of a letter or email from the employer, or
 - a contract of employment, or
 - a learner's self-declaration relating to their good work job outcome
271. You must confirm the employment meets the requirements of the funding.
272. In the case of self-employment outcomes, you must collect and store:
 - a learner's self-declaration confirming self-employed/ freelance status, or
 - written confirmation of a piece of work undertaken in the form of a contract or email from an employer confirming the opportunity
273. Only one ASF job outcome per learner per academic year can be claimed.

Annex 1 – Eligibility for Funding

This Annex sets out the countries falling within the below categories as referenced in paragraph 33 to 47 of the GLA ASF funding and performance management rules.

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

Although Switzerland is not part of the formally recognised EEA, its nationals are eligible under various international treaties signed by the UK and Swiss governments.

The table below lists territories that are categorised as being within the EU and or territories that are categorised as being part of the listed countries such that they satisfy our residency requirements for the purposes of the ASF funding rules.

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

	the Canary Islands, Ceuta Melilla
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To note: Andorra, Macau, Monaco, San Marino and the Vatican are not part of the EU or the EEA.

Annex 2 – Grant Agreement milestones

1. Adult skills fund minimum information returns:

Milestone	Timing of Milestone
ILR Returns, including Earnings Adjustment Statements where applicable	<p>In line with Annex A of ILR specification and the Earnings Adjustment Statement for 2025 to 2026.</p> <p>All GLA funded providers must follow EAS requirements for MCA/GLA-funded procured providers with respect to Learner Support.</p>
Funding Claims	<p>Mid-year: February 2026</p> <p>Year-end: June 2026</p> <p>Final claim: October 2026</p>
3 per cent tolerance for under-delivery at year end calculated	Final claim: October 2026

Annex 3 – Standard National Profile

1. The following tables refers to P1 to P12. These represent the funding year periods where P1 is August and P12 is July.

Table 1: ASF block grant standard national profile

										0	1	2
ASF block grant monthly profile	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.33 per cent	8.37 per cent
ASF block grant cumulative profile	8.33 per cent	16.66 per cent	24.99 per cent	33.32 per cent	41.65 per cent	49.98 per cent	58.31 per cent	66.64 per cent	74.97 per cent	83.30 per cent	91.63 per cent	100 per cent

Table 2: ASF contracts for services standard national profile

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Adult skills monthly profile	7.93 per cent	9.14 per cent	9.44 per cent	8.54 per cent	6.67 per cent	8.47 per cent	8.38 per cent	8.48 per cent	8.32 per cent	7.47 per cent	8.63 per cent	8.53 per cent
Adult skills cumulative profile	7.93 per cent	17.07 per cent	26.51 per cent	35.05 per cent	41.72 per cent	50.19 per cent	58.57 per cent	67.05 per cent	75.37 per cent	82.84 per cent	91.47 per cent	100 per cent

Annex 4 – Qualifications

Full level 2

1. Full level 2 is the level of attainment which is demonstrated by:
 - A General Certificate of Secondary Education in five subjects, each at grade 4 (C) or above, or
 - Technical Certificate at level 2 which meets the requirements for the 16 to 19 performance table
 - Please contact qualifications.approval@education.gov.uk if you need advice on a previous qualification's designation.

Full level 3

2. Full level 3 is the level of attainment which is demonstrated by a:
 - General Certificate of Education at the advanced level in two subjects
 - General Certificate of Education at the AS level in four subjects
 - QAA Access to Higher Education (HE) Diploma at level 3
 - Technical level, or applied general qualification at level 3, which meets the requirements for the 16 to 19 performance tables, and/or
 - Core maths at level 3
3. Please contact qualifications.approval@education.gov.uk if you need advice on a previous qualification's designation.
4. For new linear AS and A levels where a learner enrolls on an AS qualification and continues with further study to take the A level qualification in the same subject, you must record both the AS and A level in the ILR. The AS learning aim will be funded separately to the A level learning aim.

Approved qualifications

5. Where you deliver regulated qualifications and/or their components you must ensure they are eligible for GLA funded ASF and available on Find a Learning Aim.
6. Where you deliver approved qualifications and/or their components you must ensure that learners are registered for the qualifications and/or component in line with the awarding policies and procedures. You must not 'pre-register' students a significant period in advance of the learner starting the qualification.
7. We will fund qualifications that are linked to occupational regulation/licence to practice. You can find more information about these qualifications on the qualifications website.
8. 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.
9. If the UK ENIC has confirmed the authenticity of a qualification gained overseas and confirmed it is comparable/compatible with a regulated qualification in England, currently part of the level 2 and level 3 legal entitlement, the individual will be deemed to have achieved their first level 2 and/or level 3 qualification.
10. 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 about the Learner Records Service guidance.

Annex 5 – Evidence

Evidence pack

1. The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it.
2. Evidence in the evidence pack must assure us that the learner exists.
3. The learner must confirm information they provide is correct when it is collected.
4. If the time spent in learning is short, the level of evidence in the evidence pack would reflect this.
5. Where you hold information centrally, you only need to refer to the source.
6. If applicable, the evidence pack must confirm the following:
 - all information reported to us in the ILR and the Earnings Adjustment Statement (EAS), and if it applies, the supporting evidence for the data you report
 - your assessment and evidence of eligibility for funding and a record of what evidence the learner has provided to support their eligibility for funding
 - copies of all assessments and diagnostics undertaken to determine a learner's requirements
 - evidence and information on prior learning that affects the learning or the funding of any of the learning aims or programme
 - for 'personalised learning programmes', for example, 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
 - a description of how you will deliver the learning and skills and how the learner will achieve
 - the supporting evidence about why you have claimed funding and the level of funding for a learner
 - details and evidence of any learner or employer contribution

- support needs to be identified, including how you will meet these needs and the evidence of that
- that learning is taking or has taken place and records are available
- if applicable, a learner's self-declaration as to what state benefit they claim
- if applicable, a learner's self-declaration relating to their status of being out of work and outside benefit arrangements
- a learner's self-declaration on their status relating to gaining a job
- all records and evidence of achievement of learning aims. This must be available within three months of you reporting it in the ILR

7. Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.

8. If a subcontractor delivers any provision to the learner, the provider must clearly identify the subcontractor. This must match the information reported to us in the ILR.

Confirmation and signatures

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

10. We accept electronic evidence, including electronic/digital signatures, but you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.

11. Both electronic and digital signatures are acceptable, we do not specify which should be used, only that a secure process to obtain and store signatures is followed:

- An electronic signature is defined as any electronic symbol or process that is associated with any record or document where there is an intention to sign the document by any party involved.
- An electronic signature can be anything from a check box to a signature and/or

- A digital signature is where a document with an electronic signature is secured by a process making it non-refutable. It's 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

12. Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure to us the original signature has not been altered. Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.
13. You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

Starting, participating and achieving

14. You can only claim GLA funded ASF for learning when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing or similar learning.
15. For your direct delivery, and any subcontracted delivery, you and where relevant, your subcontractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.
16. Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.
17. You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.
18. Where the learning is certificated, you must follow your awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

Leaving learning

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

Individualised Learner Record (ILR)

20. You must accurately complete all ILR fields as required in the 2025 to 2026 ILR Specification and any supplementary GLA guidance, even if they are not required for funding purposes.
21. 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.
22. Where your data does not support the funding you have claimed, we will take action to get this corrected and could recover funds you have claimed.

London Learner Survey

23. You are required to support the implementation of the London Learner Survey, which is used to measure the impact of provision funded through ASF. You must administer the baseline survey to all ASF-funded learners. This includes any learners undertaking provision delivered by any third parties, and any learners undertaking distance learning. You must ensure that learners completing ASF provision are identified in submissions of ILR data within 3 months of their leaving date. You are required to engage with GLA's research partner responsible for the survey.
24. You must schedule designated time for learners to complete the survey. A tutor or other staff member must be available to support with responding to learner queries when completing the survey. You have the flexibility to determine the most effective method of administering the survey under these conditions.
25. A target learner participation rate of 50 per cent will apply. Where participation rates fall below the target, the provider may be required to attend a monitoring meeting with the GLA to explore how participation rates can be improved.
26. Failure to achieve a 50 per cent learner participation rate in the London Learner Survey may impact upon your future ASF allocation.

Self-declarations by learners

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

28. All self-declarations of learners who are out of work and outside benefit arrangements must confirm the learner's willingness to work or that they are seeking exceptional support with social integration.
29. If a learner self-declares prior attainment, you must check this in the personal learning record (PLR) query any contradictory information with the learner. The PLR will not necessarily override the learner's self-declaration.

Annex 6 – Subcontracting

Introduction

1. We define a delivery subcontractor as a separate legal entity or an individual that has an agreement with you to deliver any element of the education and training we fund. A separate legal entity includes but is not limited to companies in your group, other associated companies and sole traders. An individual could include a person who is a sole trader, self-employed, a freelancer or someone who is employed by an agency, unless those individuals are working under your direct management and control in the same way as your own employees. This does not include relationships between the provider and other third parties providing services such as marketing.
2. You must ensure that you comply with current and relevant procurement regulations. If you are a contracting authority, this means that you must comply with the Public Contracts Regulations 2015 (“the 2015 Regulations”). Each organisation must make its own determination about whether it is a contracting authority or not, taking legal advice, as necessary. You must ensure that you select your subcontractor(s) fairly, transparently and without discrimination and that you ensure that potential subcontractors have sufficient capacity, quality and business standing to deliver the provision that is being subcontracted.
3. You must only use delivery subcontractors:
 - if you have staff with the knowledge, skills and experience within your organisation to successfully select, procure, contract with and manage those subcontractors in line with the requirements of these funding rules and your funding agreement with the GLA,
 - if your governing body/board of directors and your accounting officer (senior responsible person) determine the subcontractors as being of high quality and low risk to public funds,
 - if you have robust procedures to ensure subcontracting does not lead to the inadvertent funding of extremist organisations
4. You are responsible for all the actions of your delivery subcontractors connected to, or arising out of, the delivery of the services, which you subcontract. If your subcontractor fails to deliver, you will be responsible for making alternative arrangements for the delivery of education and training, protecting the audit trail, and/or repaying the GLA.

Subcontractor selection and procurement

5. When appointing delivery subcontractors, you must avoid conflicts of interest and you must write to us through your GLA Provider Manager about any circumstances (for example, where you and your proposed subcontractor have common directors or ownership) which might lead to an actual or perceived conflict of interest.
6. You must not award a contract unless the GLA has provided approval in the GLA OPS system or given written permission. Where written permission is given, you must keep evidence of both your request and our reply
7. You must carry out your own due diligence checks when appointing delivery subcontractors and ensure that you continue to undertake and review these checks on an annual/ongoing basis with each of your delivery subcontractors.
8. You must ensure any subcontractor has the financial ability to deliver the requirements of the subcontract.
9. You must not contract with brand new companies who are yet to submit their first statutory accounts, unless they are able to thoroughly verify the new company's financial capability.
10. You must not enter into new subcontracting arrangements, renew or increase the value of your existing arrangements if any of the following circumstances apply. These conditions will continue until we are satisfied that the concerns have been addressed and the circumstances below no longer apply:
 - the company has passed a resolution (or the court has made an order) to wind up or liquidate the company,
 - or administrators have been appointed,
 - or its statutory accounts are overdue.
11. If a subcontractor does not meet, or continue to meet, the minimum due diligence and financial health checks required, you must suspend the right of the subcontractor to recruit new learners. Depending on the circumstances you may be required by the GLA to terminate the subcontract if you have not already done so.
12. You must comply where we make a referral to Ofsted for a direct inspection of a subcontractor that you contract with, which we reserve the right to do when the aggregate provision held by a single subcontractor is over £1 million.

13. You must comply where we determine the level of exposure with a subcontractor you contract with is too high and we require you to reduce the value/volume. The oversight from the lead provider and the quality of subcontracted learner outcomes will be used to determine this.

Entering into a subcontract

14. You must not make artificial distinctions or put in place convoluted delivery arrangements in order to avoid the application of these rules. For example, describing the arrangement as a partnership or collaborative arrangement.
15. You must not enter into any agreement for Brokerage.
16. You must not agree the use of any delivery subcontractor where this would require you to subcontract education and training to a second level. All of your delivery subcontractors must be contracted directly by you.
17. You must only award contracts for delivering provision funded by the ASF to legal entities. If the legal entity is a registered company, it must be recorded as 'active' on the [Companies House](#) database. Subcontractors must register on the UK Register of Learning Providers (UKRLP) and hold a valid UK Provider Reference Number (UKPRN) to be eligible to receive funding from us, either directly or through a subcontracting arrangement.
18. You must not award a subcontract to any organisation if:
 - it has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed, or
 - its statutory accounts are overdue
19. You must make sure that learners supported through subcontracting arrangements know about you and your delivery subcontractor's roles and responsibilities in providing the learning.
20. You must have a legally binding contract with each delivery subcontractor that is in place prior to any work commencing and includes all the terms set out in paragraphs 26 to 31. The GLA does not provide a template for subcontracts.
21. You must have a contingency plan in place for learners in the event that:
 - you need to withdraw from a subcontract arrangement

- a delivery subcontractor withdraws from the arrangement, or
- a delivery subcontractor goes into liquidation or administration
- You must ensure that there is a continuity of Services for existing learners.

22. You must make sure that the terms of your subcontracts allow you to:

- to exercise management controls over the subcontractor's activity including access by auditors appointed by either your organisation, the GLA, or DfE.
- monitor the delivery subcontractors' activity, and
- monitor the quality of education and training provided by delivery subcontractors

23. You must obtain an annual report from an external auditor if the ASF contracts with your delivery subcontractors will exceed £100,000 in any one funding year. The report must:

- provide assurance on the arrangements to manage and control your delivery subcontractors, and
- comply with any guidance issued by us

24. You must supply us with a certificate signed by the external auditor and an authorised signatory to confirm you have received a report that provides satisfactory assurance. We may ask you to provide a copy of the full report.

25. If the DfE or DfE's Subcontracting Standard has been achieved, this will be accepted provided the auditor's report, implementation plan and any recommendations clearly make reference to and apply equally or specifically to GLA funded provision. The original confirmation received by the DfE on the achievement of the Subcontracting Standard, the associated auditor's report and any accompanying implementation plan will need to be submitted to the GLA.

Terms that you must include in your contracts with delivery subcontractors

26. You must make sure your delivery subcontractors:

- meet the requirements set out in our funding rules

- provide you with ILR data so your data returns to us accurately reflect your subcontractor's delivery information
- give us, and any other person nominated by us, access to their premises and all documents relating to GLA provision funded by the ASF, and
- give you sufficient evidence to allow you to assess their performance against Ofsted's Common Inspection Framework, incorporate the evidence they provide into your self-assessment report, and guide the judgements and grades within your self-assessment report
- always have suitably qualified staff available to provide the education and training we fund through the ASF
- co-operate with you to make sure there is continuity of learning if the subcontract ends for any reason

27. tell you if evidence of any irregular financial or delivery activity arises, irregular activity could include, but is not limited to:

- non-delivery of training when funds have been paid
- sanctions imposed on the delivery subcontractor by an awarding organisation
- an inadequate Ofsted grade
- complaints or allegations by learners, people working for the delivery subcontractor or other relevant parties, and
- allegations of fraud

28. You must have terms that enable you to terminate the subcontract should your subcontractor fail to meet the required due diligence or financial health requirements/standards.

29. You must include a requirement for your subcontractors to inform you of any changes which impact their ability to meet the due diligence or financial health/require standards required and that your organisation may as a result be required to terminate the subcontract with them.

30. You must make reference to your delivery subcontracting policy, including your rationale for subcontracting and where it can be found on your website.
31. You should take your own legal advice about how best to incorporate these provisions and wider terms and conditions in your subcontracts.

Monitoring

32. You must manage and monitor all your delivery subcontractors to ensure that high-quality delivery is taking place that meets our funding rules. You must ensure safeguarding is rigorously policed.
33. It is not acceptable for any staff with a direct or indirect financial interest in the subcontractor to undertake any management control activities. This includes signing time sheets or invoices, as well as organising and/or carrying out monitoring activity or visits to check the subcontractor delivery.
34. You must carry out a regular and substantial programme of quality-assurance checks on the education and training provided by delivery subcontractors, including visits at short notice and face-to-face interviews with staff and learners. The programme must:
 - include whether the learners exist and are eligible, and
 - involve direct observation of initial guidance, assessment, and delivery of learning programmes
35. The findings of your assurance checks must be consistent with your expectations and the delivery subcontractor's records.
36. The prevent duty applies to subcontracted provision. It requires providers to have due regard to the need to prevent people from being drawn into terrorism. All providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners, and this includes learners receiving provision under a subcontracting arrangement.

Requesting subcontracting arrangements

37. Prior to the commencement of your grant, you must submit your subcontracting plan for the delivery year on GLA OPS, as part of your annual project creation process. You may not subcontract without our prior approval.

38. You must also update and reconcile your subcontracting plan on GLA OPS if your subcontracting arrangements change during the year. You may not make changes to your subcontracting arrangements without our prior approval is granted on GLA OPS.

Delivery subcontracting policy

39. Your governing body or board of directors and your accounting officer (senior responsible person) must review and agree your delivery subcontracting policy.

40. We expect these policies, including the rationale, to be reviewed by you ahead of each funding year. Once reviewed and signed off by those charged with overall responsibility for your organisation in your governance structure, the updated policy must be published on your website by 31 October each year.

41. As a minimum, you must include the following in your delivery subcontracting policy:

- The rationale for subcontracting the provision. The subcontracting must enhance the quality of your learner offer. You must not subcontract delivery to meet short-term funding objectives
- your contribution to improving your and your delivery subcontractor's quality of teaching and learning
- the typical percentage range of funding you retain to manage delivery subcontractors, and how you calculate this range. We will consider a retention of up to 20 per cent of funding to manage delivery subcontractors as a maximum cap and would not expect providers to retain more than this. In exceptional cases, we will consider higher retention amounts and then only if there is a compelling rationale. This will be assessed on a case-by-case basis
- any support delivery subcontractors will receive in return for the funding you retain
- any oversight, quality assurance and management of delivery which you will carry out with the funding you retain
- if appropriate, the reason for any differences in retention amounts or support provided to and management and oversight of different delivery subcontractors
- clawback for under delivery or other reasons

- payment terms between you and your delivery subcontractors, the timing of payments in relation to delivery and timescale for paying invoices and claims for funding received
- how and when you communicate and discuss your policy with current and potential delivery subcontractors
- timing for policy review (which should be done annually), and
- where you publish your policy

42. You must include the following in your published delivery subcontracting funding retention and charges information:

- name of each delivery subcontractor
- the UK Provider Reference Number (UKPRN) of each delivery subcontractor
- contract start and end date for each delivery subcontractor
- funding we have paid to you for ASF delivery by each delivery subcontractor in that funding year
- GLA funding you have paid to each delivery subcontractor for ASF delivery in that funding year, and
- GLA funding you have retained in relation to each delivery subcontractor's ASF delivery for that funding year

Subcontractors with contracts with multiple institutions

43. You must establish whether any of your subcontractors work with other lead providers.

44. You must make sure that you are the only provider that is claiming funding for the learners that you are claiming funding for. Learners must not be enrolled at more than one lead provider.

45. You, as the lead provider, must claim all the funding for a funded learner. When a learner is attending different lead providers for different components of their programme of study, the lead provider must record all these components and indicate on the ILR which elements are delivered via a subcontracting arrangement.

46. All individual learners must have the correct unique learner number recorded.
47. An exception to rules 44 and 45 is where a learner is enrolled on a Diploma in Sporting Excellence in addition to their main study programme.

Annex 7 – Glossary

20+ childcare	A category of learner support to assist learners aged over the age of 20 who are at risk of not starting learning or leaving learning due to issues in obtaining childcare.
Advanced learner loan	Advanced learner loans are available for individuals aged 19 or above to undertake approved qualifications at levels 3 to level 6, at an approved provider in England. Advanced learner loans give individuals access to financial support for tuition costs similar to that available in higher education and is administered by Student Finance England.
ASF funding methodology	The funding methodology for individuals aged 19 and over, participating in ASF learning. You can access ASF funding methodology on the GLA website .
Brokerage	By brokers we mean where a third-party matches, for a fee, a provider with an unused allocation with a provider that can secure enrolments of learners to utilise it.
Break in learning	When a learner is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future.
Care to learn	A Department for Education scheme to assist young parents under the age of 20 with the childcare costs that may form a barrier to them continuing in education.
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.

Devolved area Monitoring (DAM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in GLA funded programmes or initiatives.
Digital Entitlement	<p>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:</p> <ul style="list-style-type: none"> • 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.
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.
Employment status (formerly employed)	<p>The main types of employment status are:</p> <ul style="list-style-type: none"> • worker • employee • self-employed and contractor • director • office holder <p>More information on employment status is available.</p>
English for speakers of other	The study of English by speakers of other languages.

languages (ESOL)	
Essential skills core	<p>Essential are defined as learning aims with</p> <ul style="list-style-type: none"> • a tier 2 Sector Subject Area (SSA) of 6.1 (Digital technology (practitioners)) • 6.2 (Digital technology (users)) • 14.1 (Foundations for learning and life)
European Economic Area (EEA)	<p>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 Annex 1 – Eligibility for Funding for more information.</p>
Evidence pack	<p>A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the learner exists, is eligible for funding, and the learning to be provided.</p>
Exceptional learning support	<p>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.</p>
Find a Learning Aim	<p>Find a Learning Aim (FALA) provides online services to find the latest information on available qualifications, apprenticeship standards, T Levels and units. Filtering on Types of learning Qualifications and Units will show you funding streams for courses and the last date learners can start.</p>
Full or co-funding Indicator (FFI)	<p>Indicates whether a learning aim is fully funded or co-funded in Adult Skills or Other Adult Funding.</p>

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 (11 and 38)	Identifies the funding methodology we apply to submission of finalised ILR data. For ASF funding, Funding Model 11 and 38 are used, noting model 11 is non-formula funded (i.e., ILR data does not generate a funding rate and is paid on monthly profile) and model 38 is formula funded. Refer to 2025 to 2026 ILR Specification for more information.
Funding year	The adult funding system operates on a funding year basis, which starts on 1 August and finishes on 31 July.
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.
Good work	Good work is employment, an apprenticeship or a paid supported work placement that is expected to last at least four weeks, pays a basic salary of at least the London Living Wage, is for a minimum of 16 hours per week and does not involve the use of zero-hours contracts.
Guided learning	<p>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.”</p> <p>You can find more information in the Ofqual Handbook.</p>

GLA Provider Manager	Each grant recipient will be allocated a dedicated single point of contact within City Hall.
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. 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.
Job outcome payments	Payments made for learners who are unemployed at the start of learning who take up a job prior to completion/achievement of learning.
Learner file	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the learner exists, is eligible for funding, and the learning to be provided.
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.
Legal entitlement	<p>The legal entitlement to education and training allows learners to be fully funded who are aged:</p> <ul style="list-style-type: none"> • 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 and over, who have been assessed as having an existing skill level lower than grade 4, and/or • 19 to 23, if they study for a first qualifications at level 2 and/or level 3, and/or • 19 and over, who have digital skills assessed at below level 1.

Learning aim reference number	The unique eight-digit code used to identify a specific learning aim.
Learning delivery monitoring (LDM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in DfE funded 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.
Local flexibility	Regulated qualifications, and or their components, and non-regulated learning that the DfE funds, that 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 .
London	The area comprising the areas of the London boroughs, the City and the Temples shall constitute an administrative area to be known as Greater London.
London Factor	A 15 per cent funding uplift applied to the weighted base rate of applicable learning aims
London Learner Survey	A London-wide survey of learners commissioned by the GLA that will measure the extent to which learners progress into further learning or employment, as well as measures of health, wellbeing and social integration. More information is available on the GLA website .
London Living Wage	The London Living Wage is an hourly rate of pay, currently set at £14.80. It is calculated independently to reflect the high cost of living in the capital, giving a worker in London and their family

	enough to afford the essentials and to save. The basket of goods draws on the Minimum Income Standard to identify everyday living costs through public consensus. The rates are calculated annually by the Resolution Foundation and overseen by the Living Wage Commission, based on the best available evidence about living standards in London and the UK.
London Recovery Programmes	London Recovery Programmes are focussed on supporting unemployed Londoners or Londoners at risk of becoming unemployed to undertake skills provision that will support them into employment.
London Living Wage earnings threshold	<p>The London Living Wage is an hourly rate of pay, currently set at £14.80 (October 2025).</p> <p>The London Living Wage earnings threshold is calculated based on the hourly London Living Wage at that point in time and/or the annual salary which is calculated by multiplying the hourly rate by 37.5 (hours per week), by 52 (weeks per year).</p>
Matrix Standard	The matrix Standard is owned by the Department for Education. It is the international quality standard for organisations that deliver information, advice and/or guidance to clients either as their sole purpose or as part of their wider service offer.
Non-regulated learning	<p>Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. This could include:</p> <ul style="list-style-type: none"> • independent living skills and engagement learning • employability and work skills • labour market re-entry • technical education tasters • community learning
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 undertaken a consultation on the RARPA Cycle and 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: <ul style="list-style-type: none"> • meet the outcomes for a qualification or a component of a qualification through knowledge, understanding, or • skills they already have and so do not need to undertake a course of learning for that component or qualification
Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical and professional qualifications.
Residential Support	Support provided under learner support to learners receiving specialist provision, which involves a residential element, or to support learners who cannot receive provision locally.
Sector-based Work Academy Programme (SWAP)	Sector-based Work Academy Programme is a DWP scheme that offers pre-employment training, work experience placements and a guaranteed job interview for recipients of Jobseeker's Allowance (JSA), Universal Credit (all work-related requirements group) or Employment and Support Allowance.
Self-declaration	A process where the learner is able to confirm something through his or her own signature.

Senior responsible person	For example, chief executive, managing director, principal or their equivalent.
Skilled worker visas	Those on a skilled worker visa excluding those whose income is below the London Living Wage earnings threshold.
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.
Tailored Learning	<p>As part of the new ASF, tailored learning brings together what was AEB community learning and delivery of previously formula-funded AEB non-regulated learning aims which are not part of the GLA's essential skills core offer.</p> <p>The primary purpose of tailored learning is to support learners into employment and to progress to further learning, in line with the overall purpose of the ASF. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child's learning and develop stronger and more integrated communities.</p>
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.
Young people's funding methodology	The DfE funding methodology for individuals aged 16 to 19 (and those aged 19 to 24 with an Education Health and Care plan). You can access young people's funding methodology on GOV.UK .