



TEES VALLEY  
COMBINED  
AUTHORITY

TEES VALLEY MAYOR

Funding Agreement Part 5

# **TEES VALLEY COMBINED AUTHORITY Adult Education Budget**

## **FUNDING RATES AND FORMULA 2021 to 2022**

**April 2021, Version 1**

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*FOR THE PURPOSE OF THIS DOCUMENT, THE TERM 'PROVIDER' MEANS ANY ORGANISATION PROVIDING ADULT EDUCATION, TRAINING OR SKILLS PROVISION THAT IS FUNDED BY TVCA.*

## **Introduction and purpose of the document**

1. This document sets out the current principles and features of our funding system for the funding year 2021 to 2022 (1 August 2021 to 31 July 2022). The Tees Valley Combined Authority (TVCA) may make changes to these principles and features during the funding year. Any updates will be published in the [Adult Education](#) section of our website and the Egress Switch Secure Workspace.
2. For the funding year 2021 to 2022, TVCA will use the same methodology for generating funding as described in the [Adult education budget \(AEB\): funding rates and formula 2021 to 2022](#) document to fund the delivery of adult skills.
3. This document describes how we calculate 'formula-funded' earnings and learning support for the TVCA Adult Education Budget. We define 'formula-funded' activity as any adult skills learning (with the exception of Traineeship programmes) that is recorded under Funding Model 35 ('Adult skills') unless specifically noted.
4. This document relates only to TVCA AEB 'formula-funded' learning aims for Tees Valley residents and does not include or describe:
  - The 'non-formula-funded' Community Learning activity within the TVCA AEB which is reconciled through the Community Learning Data Collection form.
  - Any other funded learning provision such as Apprenticeships, Traineeships, Advanced Learner Loans or funding for learners aged under 19, or under 24 with an Educational Health Care Plan.
5. To understand how the funding system works, read this document together with:
  - the TVCA AEB Funding and Performance Management Rules 2021 to 2022.
  - the [ESFA 2021 to 2022 Individualised Learner Record Specification \(ILR\)](#).
  - the ESFA 2021 to 2022 Provider Support Manual.

## Understanding our terminology

6. The term 'we' refers to the Tees Valley Combined Authority (TVCA). When we refer to 'you' or 'providers', this includes colleges, training organisations, Local Authorities and employers that receive funding from TVCA to deliver adult education and training to Tees Valley residents.
7. The term ILR refers to the Individualised Learner Record produced to the ESFA [ILR Specification 2021 to 2022](#). This is the mandatory data return submitted to the ESFA via the 'Submit Learner Data' system by all funded providers. TVCA require the ILR to be submitted on the 4<sup>th</sup> working day every month.

## Devolution of the adult education budget

8. The Government agreed a series of devolution deals between central government and local areas (combined authorities or CAs) in England, including TVCA. TVCA will continue to have responsibility to ensure eligible learners, aged 19 and over, who reside in the Tees Valley, have appropriate education and training.
9. Traineeships remain a national programme and are not funded by TVCA.
10. Providers with funding for TVCA learners will continue to use the ILR with the appropriate Source of Funding (SoF) code for Tees Valley adult residents in the 2021 to 2022 academic year.
11. **The SoF code for TVCA is 114.**
12. The ESFA will continue to provide two funding reports for devolved delivery, the Funding Summary report for Earnings Adjustment Statement (EAS) and the Occupancy report for learning aims using the funding calculation.
13. The occupancy report includes the appropriate funding line type for TVCA using the SoF field from the ILR collection. This report is for information only but will be used by TVCA for monitoring and reconciliation purposes in line with the TVCA Provider Performance Management Framework document, which you will find on the Tees Valley Combined Authority website and 'Egress Switch Secure Workspace'.
14. TVCA will fund continuing learners in relation to Level 3 Lifetime Skills Guarantee Adult Offer where the definition of continuing learners is those

learning aims with a start date between 01/04/2021 and 31/07/2021 and a planned end date after the 31/07/2021.

15. Please refer to the [2021 to 2022 Individualised Learner Record Specification](#) (ILR) and the 2021 to 2022 Provider Support Manual for further details on recording devolved delivery.

## The data we use to calculate funding

16. Information is provided to the ESFA about Tees Valley learners and their learning in the ILR and the EAS process.
17. The ESFA funding system uses this information to work out the funding you have earned for delivering this learning, including that delivered to Tees Valley learners.
18. TVCA receives ILR derived data from the ESFA containing details of your delivery to Tees Valley learners and this is used to inform our performance and reconciliation processes. These processes can be found in the Performance Management Framework which you will find on the Tees Valley Combined Authority website and 'Egress Switch Secure Workspace'.
19. For the 2021 to 2022 academic year, we are following the ESFA funding system which has the following four features set out in more detail throughout this document:
  - i. **The funding formula**, including uplifts to the rates, to account for the extra costs that you may experience when delivering learning to some types of learners and in some locations.
  - ii. **The funding rates** for learning aims and work placements.
  - iii. **The earnings method**, linked to delivery and achievement.
  - iv. **Learning Support funding** where extra help is needed for learners to achieve.

## The Funding formula

### Principle

20. The funding formula is:

$$\text{Funding} = \text{rate} \times \text{disadvantage uplift} \times \text{area cost uplift}$$

21. The funding formula is adjusted to allow for differences in the relative cost of delivery. These differences relate to factors other than the size, sector or subject of the learning aim. Where appropriate, the funding will be adjusted for 'disadvantage uplift'.
22. In some circumstances, we may ask you to use the 'Other funding Adjustment' or 'EAS' to adjust funding to support project initiatives and variances from the ESFA funding methodology. You must only use these systems to claim funding for initiatives that we have published or approved for you.
23. We may also ask you to reduce the level of funding in some situations by using the Funding Adjustment for Prior Learning' field.
24. We will monitor the use of the 'Other Funding Adjustment' and 'Funding Adjustment for Prior Learning' fields and advise you if we have any queries in the monthly 'Data Quality' reports that we produce.
25. The basis for funding is the rate for the learning aim. The rates are referred to as 'unweighted' before the programme weightings are applied or any increase for disadvantaged learners. After the programme weighting is applied, the rate is referred to as 'weighted.' After any uplifts are applied, this is referred to as the 'aim value', as noted in the 'Main Occupancy Report.'
26. In some cases, often dependant on employment status or prior learning, learners and employers are expected to share responsibility for investing in eligible provision. In these circumstances TVCA expect them to part-fund the cost of learning, known as co-funding. For more information on co-funding, refer to the 'Provision and individuals we fund' section of the TVCA 2021 to 2022 AEB Funding and Performance Management Rules.

## **Disadvantage uplift**

27. The disadvantage uplift provides extra funding to support the most disadvantaged learners in the Tees Valley, recognising that they are sometimes more costly to recruit and retain. We apply this consistently across TVCA AEB 'formula-funded' provision.
28. To calculate the disadvantage uplift for new starts from 1 August 2021 we use the [Index of Multiple Deprivation 2019](#) (IMD), in line with the ESFA. This results in a funding increase for learners living in the most deprived areas of Tees Valley. We base the uplift on the learner's postcode (based upon the 'Postcode Prior to Enrolment' ILR field). If required the uplift factor is between 1.084 and

1.336, otherwise we default the factor to 1. The disadvantage uplift factors are available at this link: [Uplift Factors and Postcode Files](#).

29. The disadvantage uplift factor at the start of the learning aim will apply throughout the duration of the learning aim. The disadvantage uplift factors have been updated in 2021 to 2022 to IMD 2019 values compared to 2019 to 2020 where IMD 2015 was in use.

## Financial contributions

30. If a learner meets the criteria for full funding (refer to the 'Provision and individuals we fund' section of the TVCA AEB Funding and Performance Management Rules for more information), they can claim the fully funded rate shown in the matrix. For co-funded learners, we expect the learner or employer to contribute so we reduce the funding by 50% of the unweighted rate of the learning aim.
31. We reduce the funding using the unweighted base rate because a learner should not contribute more for the same size of the learning aim just because that learning aim is more costly to deliver. This means that TVCA will contribute more towards learning aims with higher operational and delivery costs, such as engineering.
32. The eligibility for full funding is different for high value courses for school and college leavers: a one-year offer for 18 and 19-year olds. For more information, see paragraph 48 and the [TVCA AEB Funding and Performance Management Rules](#).

## Recognition of prior learning

33. If you record data in the 'Funding adjustment for prior learning' field on the ILR, the funding formula will be changed to reflect this. However, it does not change learning support funding.
34. If the learning aim does not use the restart indicator, the achievement funding will be reduced as well as the monthly instalments. This is because the funding formula assumes that the learner has earned some achievement within the prior learning.
35. If the learning aim uses the restart indicator, the monthly instalments are reduced, but the achievement funding stays at 20% of the full funding rate.

## Other funding adjustments

36. Where you have agreement with us to adjust funding for other reasons apart from prior learning, you must record it in the 'Other funding adjustment' field in the ILR. You must not use this ILR field outside of any published criteria for its use unless you have an agreement in place with us. TVCA will monitor the use of this field.
37. This 'Other funding adjustment' factor adjusts the funding for that learning, including the achievement funding, however, it does not change learning support funding.
38. If there is also a factor for prior learning recorded, the 'Funding adjustment for prior learning' factor will be multiplied by the 'Other funding adjustment' factor and apply it to the appropriate funding.

## Funding rates

### Principles

39. In 2021 to 2022, TVCA will continue to use the ESFA's list of regulated qualifications eligible for public funding on the [Learning Aim Search](#), which is updated by the ESFA regularly. For information about what is eligible for public funding, refer to the ESFA publication - [Qualifications: approved for public funding](#).
40. TVCA can request bespoke learning aims (employer led) to be added to the Learning Aim Search database in order to fund projects approved for delivery that fall outside of the current funding scope. These learning aims will be added to LARS database with an aim category of 41 and will be subject to the same funding and validation rules once returned in the providers' ILR, as all other learning aims. TVCA will issue additional instructions to support providers with this aspect of delivery.
41. These qualifications can be from the DfE list of approved qualifications [Find a Learning Aim](#) or can be qualifications/skills courses that are currently unfunded but are required to enable a Tees Valley resident to move into employment. This can include a programme of skills including a licence to practice which could be funded as part of the Tees Valley local flexibilities. This must be based on evidence of need and must be linked directly to employment opportunities.

Where the employer led skills programmes support the individual to acquire a “licence to practice” you must consult TVCA and seek prior approval before delivering and using these codes in the ILR.

42. TVCA will fund each learning aim, as ESFA currently do, whether it represents a qualification or other learning activity, at the rate that applies when the learner starts that learning aim. This principle is the same for a new start in the funding year 2021 to 2022 and a continuing learner as defined in paragraph 19. This rate will apply for the full duration of the learning aim and does not change between funding years.
43. The amount you earn recognises the relative costs of delivering provision in different sectors and subjects, and the rates are using the following criteria:
  - guided learning hours (GLH) where the qualification is part of the Regulated Qualifications Framework (RQF)
  - planned activity in hours – for non-regulated activity
  - certain qualification types (refer to paragraph 61 for more information)
  - programme weightings that recognise the relative costs of delivering training in different sectors and subjects

### **A one-year offer for 18 and 19-year-olds**

44. For learning aims starting from 1 September 2020 to 31 July 2021 recorded as eligible under the High value courses for school and college leavers: a one-year offer for 18 and 19-year-olds, an additional £400 will be added to the weighted and unweighted rates.
  - The £400 value will be increased by the area cost uplift and/or disadvantage uplift if applicable to that learning aim.
  - Any job outcomes achieved for learning under this offer will be funded to the full amount of the achievement element, rather than half the achievement element
  - You should use the Learning Delivery Monitoring (LDM) code 376 (COVID-19 skills offer) in the ILR to indicate your learning aims which are eligible within this offer.

You can find the [eligible aims on gov.uk](https://www.gov.uk/guidance/eligible-learning-aims) or on the [find a learning aim](#) search with the Learning aim category code 43 (Covid-19 skills offer).

### **Level 3 Adult offer**

45. We are offering additional funding for adults, who were aged 19 or older on 31 August 2021, on their first level 3 course as defined in the [TVCA AEB Funding and Performance Management Rules](#).
- we will increase the rate by £600 for eligible aims in category code 45 National Skills Fund level 3 adult offer rate 1
  - we will increase the rate by £150 for eligible aims in category code 46: National Skills Fund level 3 adult offer rate 2
46. You should use the Learning Delivery Monitoring (LDM) code 378 (Level 3 Adult offer) in the ILR to indicate your learning aims that are eligible within this offer.

### **Level 4 Innovation**

47. In response to local skills shortages TVCA will consider funding selected Level 4 qualifications. These qualifications are expected to be linked directly to employer demand, priority or growth sectors and where the skills gap can be evidenced.
48. Level 4 qualifications delivered as part of this initiative must be from the DfE list of approved qualifications and a formal request to be funded as part of the Tees Valley local flexibilities must be sought prior to inclusion in Delivery Plans.
49. As part of the approval process, providers will be issued with coding instructions relating to ILR submission.

### **Funding rates for the AEB**

50. All rates shown on the [Learning Aim Search](#) are fully funded rates for learners aged 19 and above for qualifications and non-regulated activity. These rates are adjusted through the funding formula according to TVCA policy (for example, if TVCA contributes only part of the full rate).
51. All learners funded through the ESFA 16-19 funding model, who turned 19 on their second or subsequent funding year of a single programme of study, continue to be funded through the ESFA 16-19 funding model.

52. Funding rates do not change depending on how you deliver the learning (for example, by delivering it online compared to in the classroom).
53. Where a learning aim had a rate set in the previous funding year, this rate remains unchanged for 2021 to 2022. Qualifications newly approved for funding are set using GLH. Where the awarding organisation does not supply the GLH, the use of Total Qualification Time (TQT) is assessed. For non-regulated activity, planned hours are used to set the rates. For more information on planned hours, refer to the [2021 to 2022 Individualised Learner Record Specification](#) (ILR) and the 2021 to 2022 Provider Support Manual.
54. GLH or planned hours are grouped into funding bands to generate a funding rate. The rates are in a Single Activity Matrix (SAM), with the rows representing the funding band and the columns representing the programme weighting.
55. Non-regulated activity is recorded using generic learning aims called 'class codes.' For more information, refer to the [Learning Aim Class Codes](#) document in the ILR specification.

## **Programme weightings**

56. Programme weightings recognise the relative costs of delivering training in different sectors and subjects and are included in the published rates.
57. Programme weightings are set by referring to the Sector Subject Area (SSA). For all regulated qualifications and components of qualifications, awarding organisations decide the SSA. The [Register of Regulated Qualifications](#) and the [Quality Assurance Agency](#) websites record the SSAs. Where there are multiple SSAs for components of qualifications the SSA will be set by the ESFA and TVCA will use this to determine the SSA when there are multiple SSAs for components of qualifications, along with a limited number of exceptions available in Annex 1.
58. Agriculture courses that need specialist resources (decided by the ESFA each year with support from Lantra) attract an extra uplift in the TVCA AEB when delivered by providers with specialist resources.

## **The Single Activity Matrix**

59. The SAM for the funding year 2021 to 2022 is set out in table 1:

Table 1: The single activity matrix for 2021 to 2022.

Funding band – hours	Activity type	Programme weighting (PW)				
		A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
Up to 2	Very small provision (1)	£14	£16	£18	£22	£24
3 to 4	Very small provision (2)	£21	£24	£27	£34	£36
5 to 6	Very small provision (3)	£35	£39	£46	£56	£60
7 to 12	Small provision (1)	£50	£56	£65	£80	£86
13 to 20	Small provision (2)	£100	£112	£130	£160	£172
21 to 44	Small provision (3)	£150	£168	£195	£240	£258
45 to 68	Medium provision (1)	£300	£336	£390	£480	£516
69 to 92	Medium provision (2)	£450	£504	£585	£720	£774
93 to 100	Medium provision (3)	£600	£672	£780	£960	£1,032
101 to 196	Large provision (1)	£724	£811	£941	£1,159	£1,246
197 to 292	Large provision (2)	£1,265	£1,417	£1,645	£2,025	£2,176
293 to 388	Large provision (3)	£1,987	£2,225	£2,583	£3,179	£3,417
389 to 580	Very large provision (1)	£2,573	£2,882	£3,345	£4,117	£4,425
581 to 1060	Very large provision (2)	£4,170	£4,670	£5,421	£6,671	£7,172
1061 or more	Very large provision (3)	£6,602	£7,395	£8,583	£10,564	£11,356

\*Some specialist provision receives an uplift if delivered by certain providers (see paragraph 59)

60. Certain qualifications in Table 2 have their funding band set as a matter of policy:

Table 2: The exceptions to the single activity matrix for 2021 to 2022.

Qualification type	Programme weighting (PW)				
	A – Base (unweighted)	B – Low	C – Medium	D – High	E or G* (specialist)
GCE AS-level	£724	£811	£941	£1,159	-
GCE A-level	£1,987	£2,225	£2,583	£3,179	-
GCSE	£724	£811	£941	£1,159	-
GCSE short course	£300	£336	£390	£480	-
Functional skills in English or Functional skills in Entry level maths	£724	-	£941	-	-
Functional skills in IT	-	£336	-	-	-
Access to Higher Education	£3,022	£3,384	£3,928	£4,835	£5,197

61. If you deliver English and maths GCSEs to adults aged 19 and over, you will receive a higher rate of £811. You cannot fund English and maths for apprentices through the TVCA AEB. The full list of fundable English and maths qualifications is available in the [English and maths entitlement list](#) or on the [Learning Aim Search](#).

62. If you offer English for Speakers of Other Languages (ESOL) qualifications, you may need to deliver additional learning to individual learners that incurs additional costs above the qualification rate. Where additional hours are required, you can record these on the ILR using the 'Additional delivery hours' field, as detailed in the [ILR specification](#) and the ESFA [Provider Support Manual](#). TVCA will provide payment for any additional learning detailed and validated within the ILR for Tees Valley residents.
63. The key steps for claiming top-up for an ESOL qualification that is planned to be delivered in 60 hours are:
- identify the original funding band of the ESOL qualification, for example, if the qualification is funded at £150, this equates to the '21 to 44' hours funding band in the SAM.
  - calculate the additional hours. This is the 60 planned hours minus the maximum GLH value of the ESOL qualification's funding band from the SAM. In this example, the maximum GLH from the '21 to 44' hours band is 44, therefore the additional hours you need to record in the ILR are  $60 \text{ minus } 44 = 16$ .
  - the funding calculation automatically assigns the additional hours recorded on the ILR to the SAM to allocate a funding band, which then generates a top-up rate. The 16 additional hours equates to the '13 to 20' hours funding band. The '13 to 20' hours funding band generates £100 for the top up (all ESOL aims have programme weighting A).
  - the overall rate is then the original rate (£150) plus the top up amount (£100) = £250.
64. A new national digital entitlement for adults with low or no digital skills has been introduced from August 2020, supported by a suite of Essential Digital Skills qualifications (EDSQs) being developed at entry level and level 1. The ESFA will approve these new EDSQs as they are added to Ofqual's [Register of Regulated Qualifications](#) and meet approval principles.

## Earnings Method

### Principles

65. In 2021 to 2022 TVCA will adopt the ESFA's 2021 to 2022 Earnings Methods.

The following principles will apply:

- funding is distributed over the duration of the learner's course, from starting the programme to achieving the expected outcome.
- funding is directly linked to the learner completing their course and then achieving either learning aims, further learning or gaining employment.
- you earn funding for what you deliver, when you deliver it.

## Qualifying period for funding

66. If a learner is in learning for at least the qualifying period, we count them as a 'funding start.' We calculate this from the ILR 'Learning Start Date':

Length of the learning aim	Qualifying period
168 days	42 days
14 to 167 days	14 days
Fewer than 14 days	1 day

67. If the learner leaves before the qualifying period, you will not earn any funding. However, TVCA will reclaim the funding if you have already earned funding before recording the ILR 'Learning Actual End Date'.

## Distribution of funding over time

68. Earnings for all learning aims are based on monthly instalments plus an achievement element.

69. 20% of the weighted rate for each learning aim is held back for achievement of the learning aim and this funding will only be generated when the learner achieves their learning aim. For AEB, you earn all achievement elements on the learning actual end date recorded on the ILR.

70. Monthly instalments (on-programme payments) are calculated on the remaining funding (80%) once the achievement element (20%) has been removed. These instalments are spread out over the number of planned months for the learning aim, with a double payment in the first month. The instalment calculation uses the formula 'n+1', where 'n' is the number of planned months. The formula recognises the upfront costs associated with enrolling a learner on a learning aim.

71. You earn the instalments if the learner is in learning on each census date (the last calendar day of every month). The planned number of months is calculated from the 'Learning start date' and the 'Learning planned end date' in the ILR.
72. If the learner leaves early, the monthly instalments stop. However, for eligible learners we will pay you a job outcome payment. For learning aims eligible for the high value courses for school and college leavers: a one-year offer for 18 and 19-year olds, this job outcome payment will be the full value of the achievement element, for all other learning aims it is half of the achievement element. If the learner then goes on to achieve the learning aim, you will earn the outstanding monthly instalments and the rest of the achievement element. For more information on job outcomes, refer to the TVCA Funding and Performance Management Rules 2021 to 2022.
73. Figure 1 is an example of the earnings method for a learner starting a course in September and achieving in June. It shows how you earn funding for a course with a total cost of £1,000 over the nine-month period: nine monthly on-programme payments (OPP) of £80, plus a double monthly OPP (that is, n+1) of £160 in the first month and an achievement payment of £200 upon completion.

**Figure 1: Example of the earnings methodology.**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
	9-month learning aim												
Payment instalments		OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	OPP	Achievement payment	
		OPP											
Payment example		£160	£80	£80	£80	£80	£80	£80	£80	£80	£80	£200	

## Annual funding cap for AEB

74. An annual funding cap applies to each learner you have for each year across all AEB funded provision.
75. The annual funding cap is £4,400 for each learner each year, before any weightings are applied or any TVCA contributions. If your planned training provision is above this cap, your earnings will be reduced in line with this.

## **Late Recording in the ILR**

76. If a learner is recorded as continuing learning (Completion Status code 1) at the final 2021 to 2022 ILR collection (R14) and the completion status of that learner is subsequently changed to withdrawn (Completion Status code 3) you must enter the date of the last date of attendance. If that date is in a previous academic year, i.e. prior to 01/08/2021, you will have to pay back any funding earned since their actual end date.
77. For example, at R14 in the 2021 to 2022 ILR a learner is recorded with a start date of 10 April 2021 and a planned end date of 09 April 2022 and is recorded as continuing at R14. In the 2021 to 2022 ILR you record them as a leaving on 16 July 2021. In this scenario, they will have earned a monthly on-programme payment in July 2021 from the 2021 to 2022 ILR that will need paying back.
78. You can pay this funding back through the earnings adjustment statement (EAS) recording a negative figure in the 'Authorised claims' adjustment type. You do not need our permission to use this adjustment type to pay back funding, you only need permission to use this adjustment type for claiming funding. For more information on claiming this through the EAS, refer to the ESFA guidance on Earnings Adjustment Status.
79. This may also apply to a learner with a learning start date after 31/07/2020 and a learning planned end date prior to 1/08/2021 who is recorded as continuing in the 2020 to 2021 R14 ILR and is subsequently discovered to have withdrawn before 01/08/2021.

## **Support funding**

### **Learning support**

80. You can access this funding through the TVCA funded AEB and you record this against a learner's learning aim in the ILR.
81. If you record learning support against a learning aim in the ILR, you will earn a fixed monthly rate of £150. We expect the total you earn from the monthly rate to be enough to cover your costs. If the cost of providing support to a learner exceeds the total earned from the fixed monthly rate, you can claim this excess through the EAS.
82. If you plan to deliver the learning aim in less than one calendar month, you must claim the value of the learning support as if it were all excess, using the EAS.

83. If learning support is more than £19,000, you can claim exceptional learning support using the cost form; you do not claim this through the EAS. For more information, refer to the TVCA AEB Funding and Performance Management Rules.

## Learner support

84. Learner Support is available from TVCA to provide financial support for Tees Valley learners with a specific financial hardship, preventing them from taking part or continuing in learning.
85. You can only claim Learner Support if you have been given a learner support funding value in your funding agreement or by agreement with your Performance and Relationship Officer.
86. Learner Support is not formula funded and is claimed through the ESFA funding claims process.

## Prince's Trust Team Programme

87. The Prince's Trust Team Programme will be funded at the same ESFA rates for 2021 to 2022.
88. You will earn the matrix rates for the award or certificate in 'Employment, Teamwork and Community Skills' The qualifications you can use are in Table 3. You must also record the learners on the ILR using the Learning Delivery Monitoring (LDM) code 331.

Table 3: Qualifications for the Prince's Trust Team Programme 2021 to 2022.

Qualification Title	Learning Aim Reference
Certificate in Employment, Teamwork and Community Skills	60023995
Certificate in Employment, Teamwork and Community Skills (Entry 3)	60027629
Award in Employment, Teamwork and Community Skills	60032121
Award in Employment, Teamwork and Community Skills	60032868
Award in Employment, Teamwork and Community Skills (Entry 3)	60033344
Certificate in Employment, Teamwork and Community Skills	60027307

89. If the matrix rate is lower than the programme rate, you can claim additional funding from the qualification rate, up to the value of the programme rate. To claim this additional funding, you must use the 'Prince's Trust' section on the EAS.

90. Table 4 shows the matrix funding rates, the maximum programme rate and the maximum additional funding you can claim where appropriate:

Table 4: The rates for the Prince's Trust Team Programme 2021 to 2022.

	Award		Certificate	
	Fully-funded	Co-funded	Fully-funded	Co-funded
<b>Matrix funding rate for aim</b>	<b>£450</b>	<b>£225</b>	<b>£1,265</b>	<b>£633</b>
<b>Maximum programme cost for</b>				
...Unemployed learners	£2,670	£1,335	£2,670	£1,335
...Employed learners	£572	£286	£572	£286
<b>Maximum additional funding for</b>				
...Unemployed learners	£2,220	£1,110	£1,405	£702
...Employed learners	£122	£61	N/A	N/A

## Annex 1: Programme weightings by Sector Subject Area

TVCA set programme weightings in line with the ESFA by the SSA, with some exceptions.

SSA	SSA Tier 2 description	Likely programme weighting
<b>1</b>	<b>Health, public services and care</b>	
1.1	Medicine and dentistry	B – Low
1.2	Nursing and subjects and vocations allied to medicine	B – Low
1.3	Health and social care	B – Low
1.4	Public services	A – Base
1.5	Child development and wellbeing	B – Low
<b>2</b>	<b>Science and mathematics</b>	
2.1	Science	B – Low
2.2	Mathematics and statistics	A – Base
<b>3</b>	<b>Agriculture, horticulture and animal care</b>	
3.1	Agriculture	E – Specialist
3.2	Horticulture and forestry	E – Specialist
3.3	Animal care and veterinary science	E – Specialist
3.4	Environmental conservation	B – Low
<b>4</b>	<b>Engineering and manufacturing technologies</b>	
4.1	Engineering	C – Medium
4.2	Manufacturing technologies	C – Medium
4.3	Transportation operations and maintenance	C – Medium
<b>5</b>	<b>Construction, planning and the built environment</b>	
5.1	Architecture	C – Medium
5.2	Building and construction	C – Medium
5.3	Urban, rural and regional planning	C – Medium
<b>6</b>	<b>Information and communication technology</b>	
6.1	ICT practitioners	B – Low (up to Level 1) C – Medium (Level 2 and over)
6.2	ICT for users	A – Base (up to Level 1) B – Low (Level 2 and over)
<b>7</b>	<b>Retail and commercial enterprise</b>	
7.1	Retailing and wholesaling	A – Base
7.2	Warehousing and distribution	A – Base
7.3	Service enterprises	B – Low
7.4	Hospitality and catering	C – Medium
<b>8</b>	<b>Leisure, travel and tourism</b>	
8.1	Sport, leisure and recreation	B – Low
8.2	Travel and tourism	A – Base
<b>9</b>	<b>Arts, media and publishing</b>	

SSA	SSA Tier 2 description	Likely programme weighting
9.1	Performing arts	B – Low
9.2	Crafts, creative arts and design	C – Medium
9.3	Media and communication	B – Low
9.4	Publishing and information services	A – Base
<b>10</b>	<b>History, philosophy and theology</b>	
10.1	History	A – Base
10.2	Archaeology and archaeological sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and religious studies	A – Base
<b>11</b>	<b>Social sciences</b>	
11.1	Geography	B – Low
11.2	Sociology and social policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
<b>12</b>	<b>Languages, literature and culture</b>	
12.1	Languages, literature and culture of the British Isles	A – Base
12.2	Other languages, literature and culture	A – Base
12.3	Linguistics	A – Base
<b>13</b>	<b>Education and training</b>	
13.1	Teaching and lecturing	B – Low
13.2	Direct learning support	B – Low
<b>14</b>	<b>Preparation for life and work</b>	
14.1	Foundations for learning and life	A – Base
14.2	Preparation for work	A – Base
<b>15</b>	<b>Business, administration and law</b>	
15.1	Accounting and finance	A – Base
15.2	Administration	A – Base
15.3	Business management	A – Base
15.4	Marketing and sales	A – Base
15.5	Law and legal services	A – Base

The exceptions to this table are:

- Waste management and recycling in SSA 1.4 is weighted at ‘B – Low’
- Agriculture needing specialist resources in SSA 3.1, 3.2 or 3.3 is weighted at ‘G – Specialist’, with an extra uplift for certain specialist providers (paragraph 59)
- Hair and beauty in SSA 7.3 is weighted at ‘C – Medium’
- Music technology in SSA 9.1 is weighted at ‘D – High’
- Music practitioners in SSA 9.1 is weighted at ‘E – Specialist’

- Entry level Functional skills in maths is weighted at 'C – Medium'
- Functional skills in ICT is weighted at 'B – Low'