



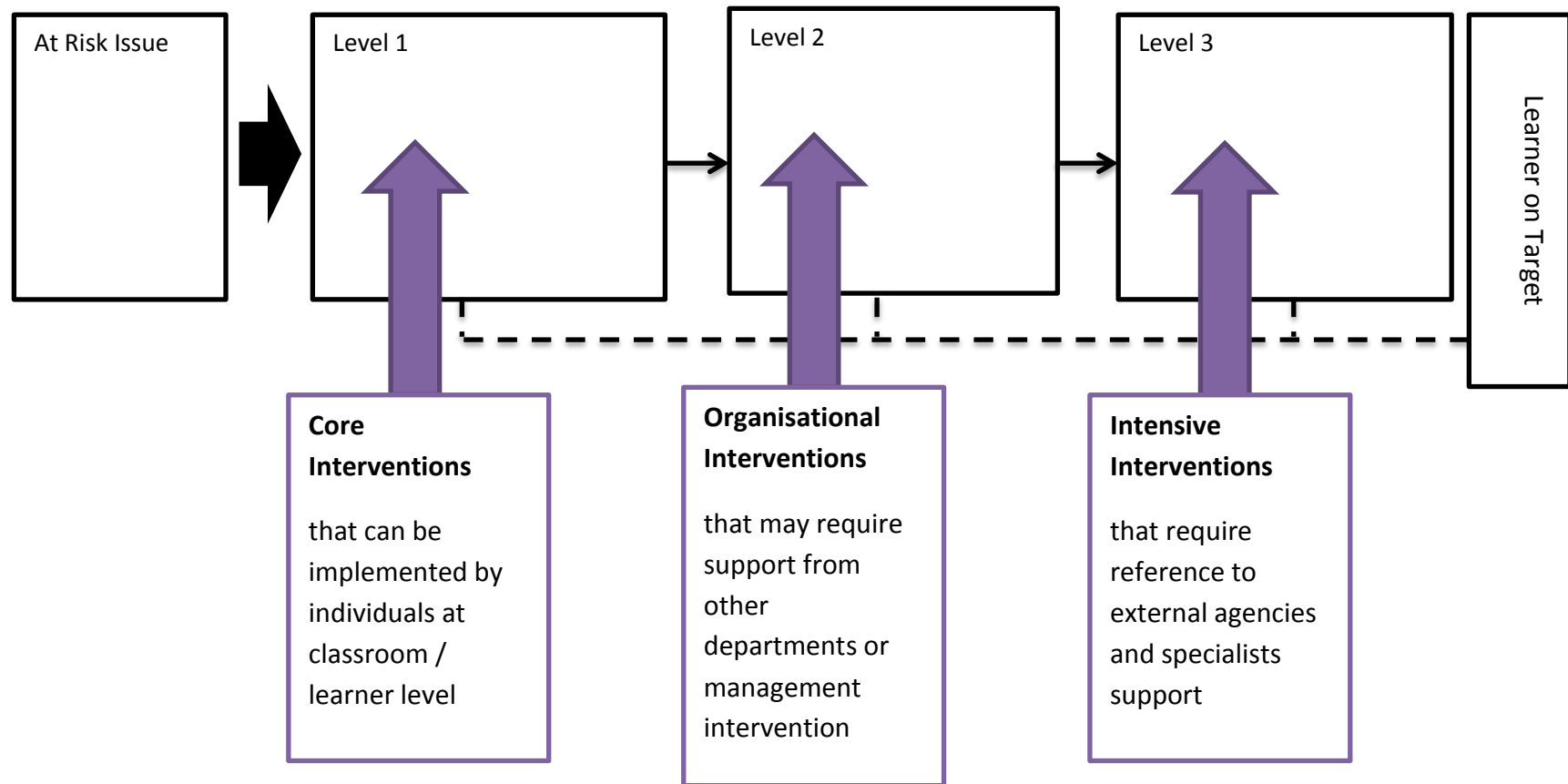
At Risk Learners Flowchart

The following flowcharts provide organisations with suggested interventions to manage learners at risk of not achieving their qualification outcomes. It may be contextualised and extended to meet organisational requirements.

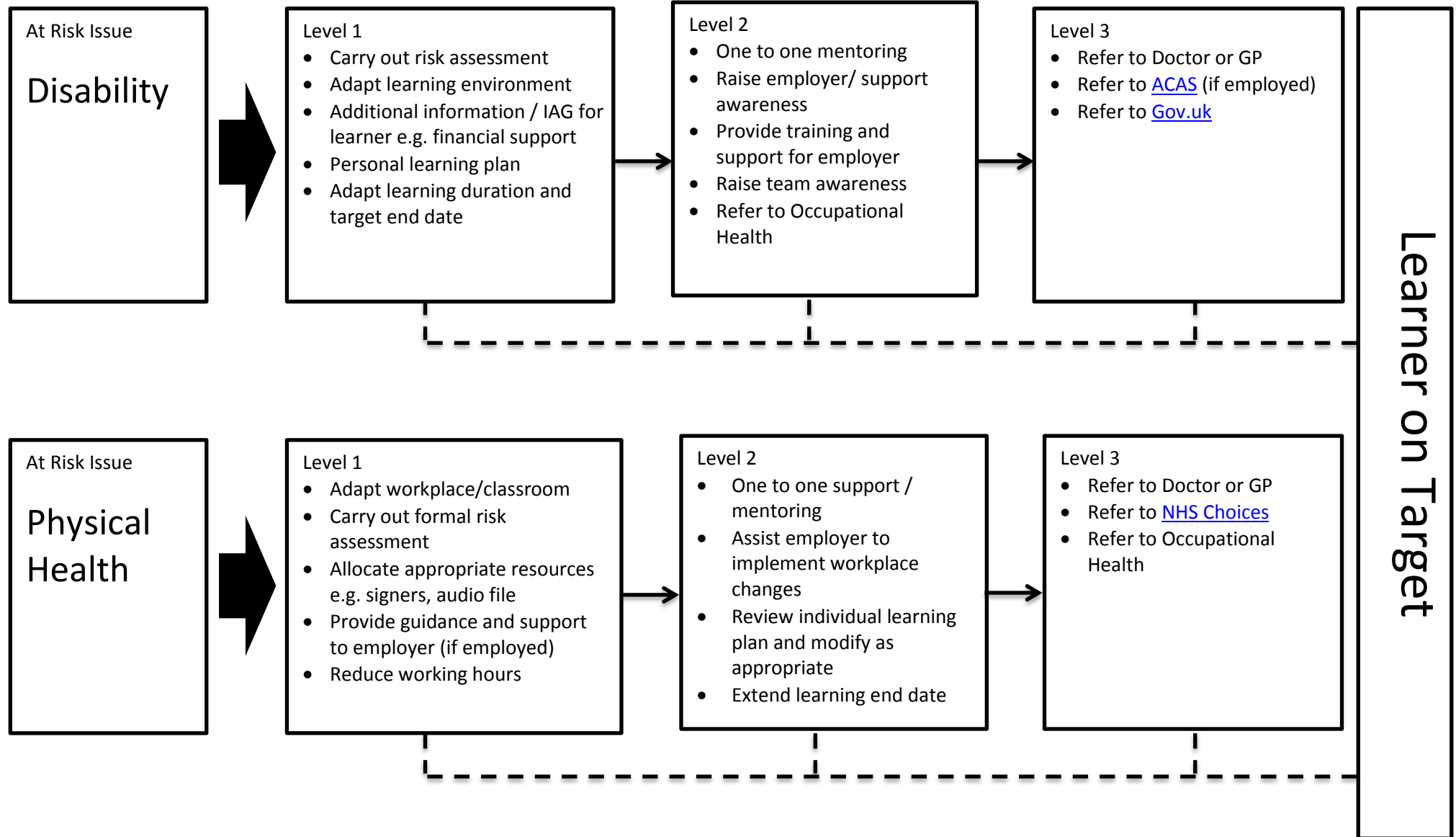
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Levels of Intervention explained



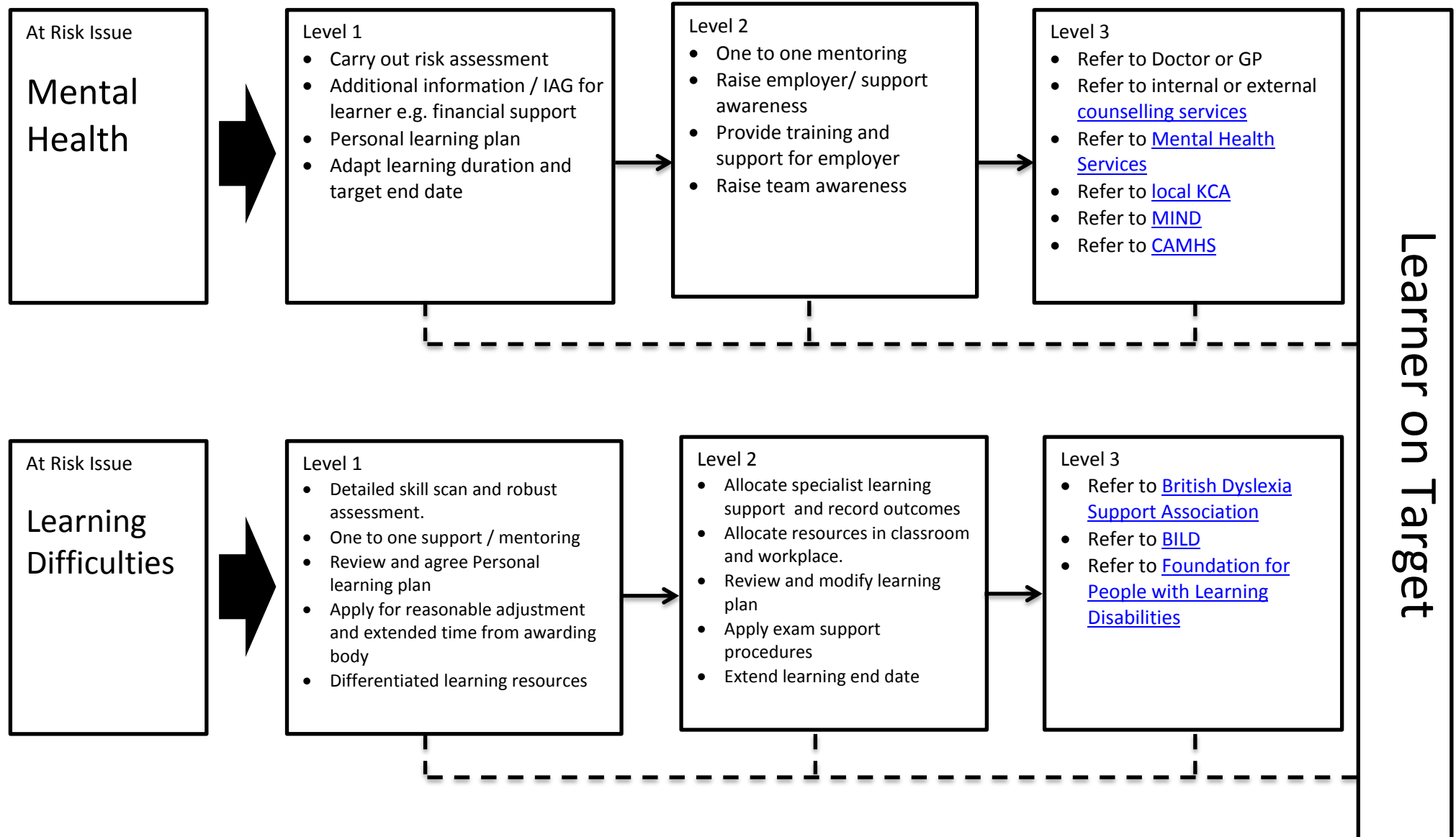
Learners at risk - Health Issues



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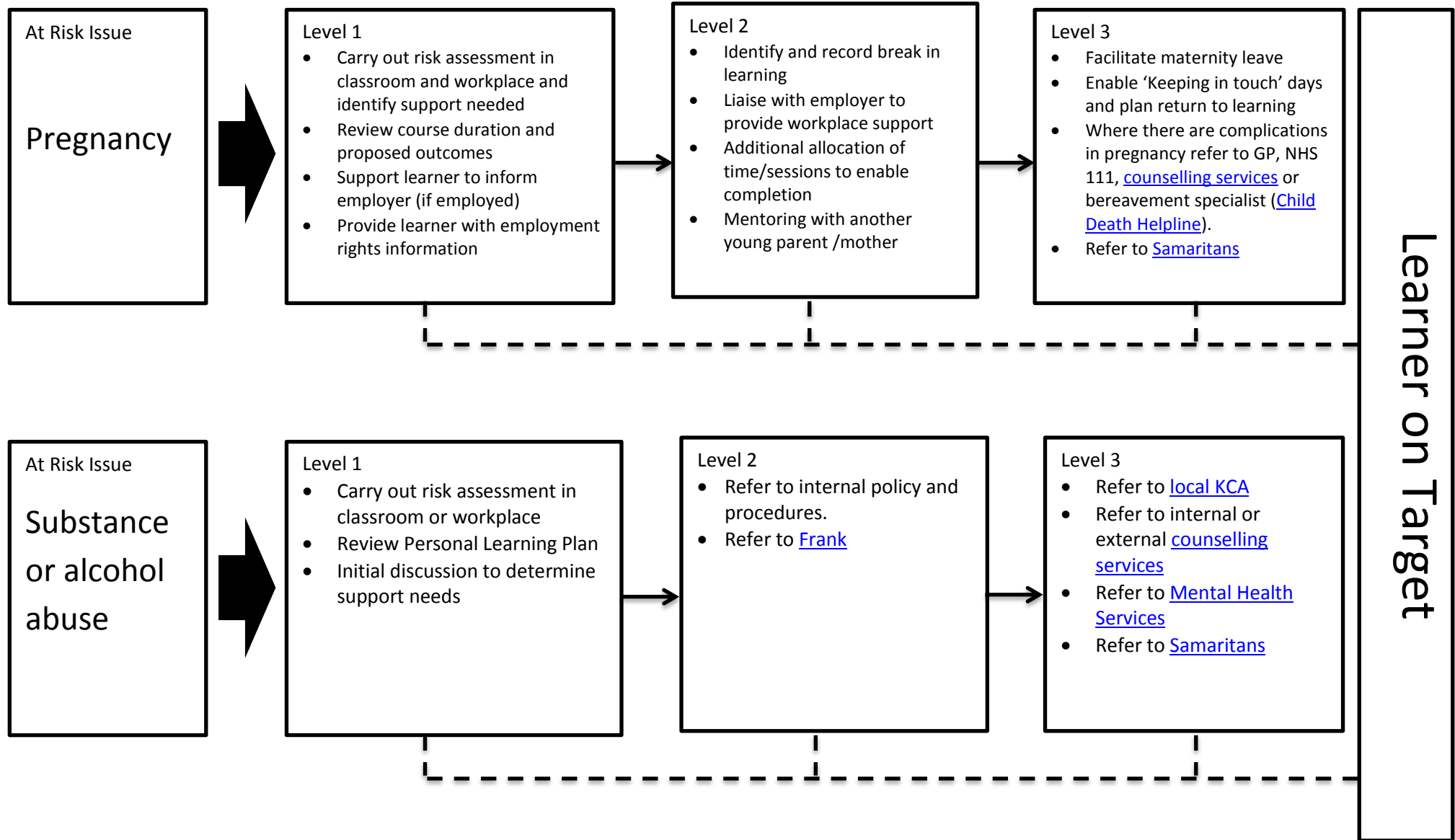
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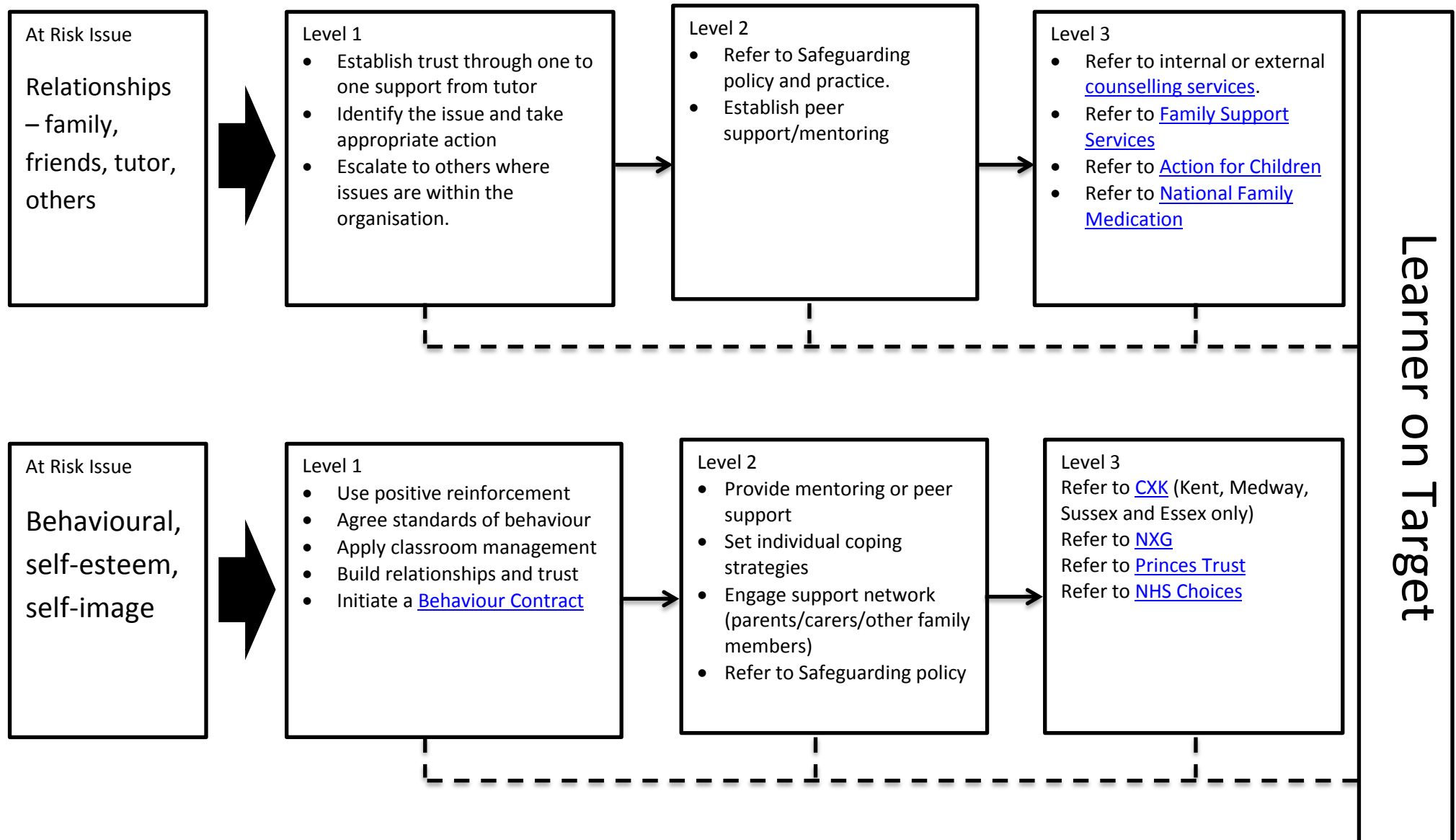
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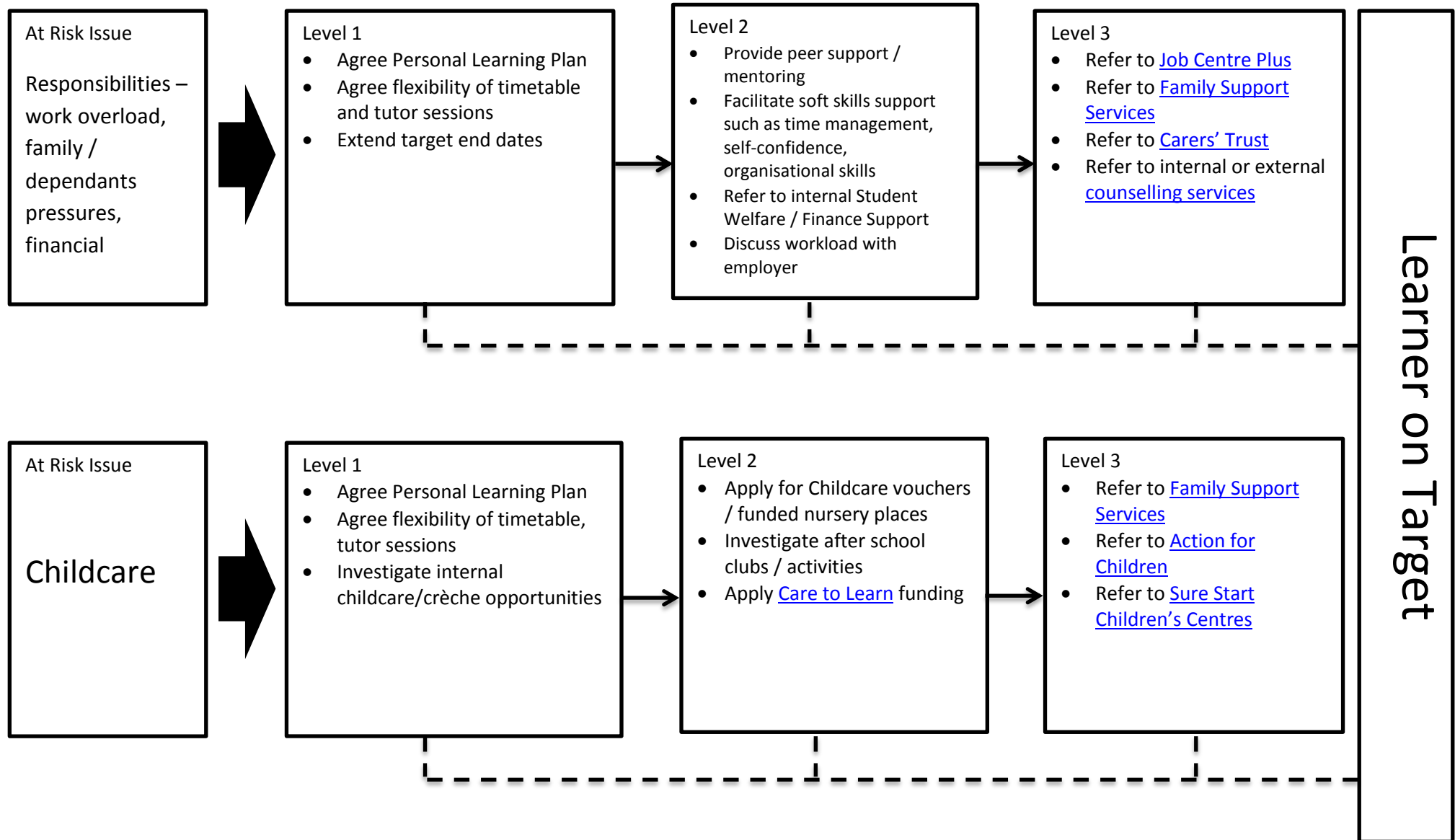
Learners at risk – Personal and Educational Issues



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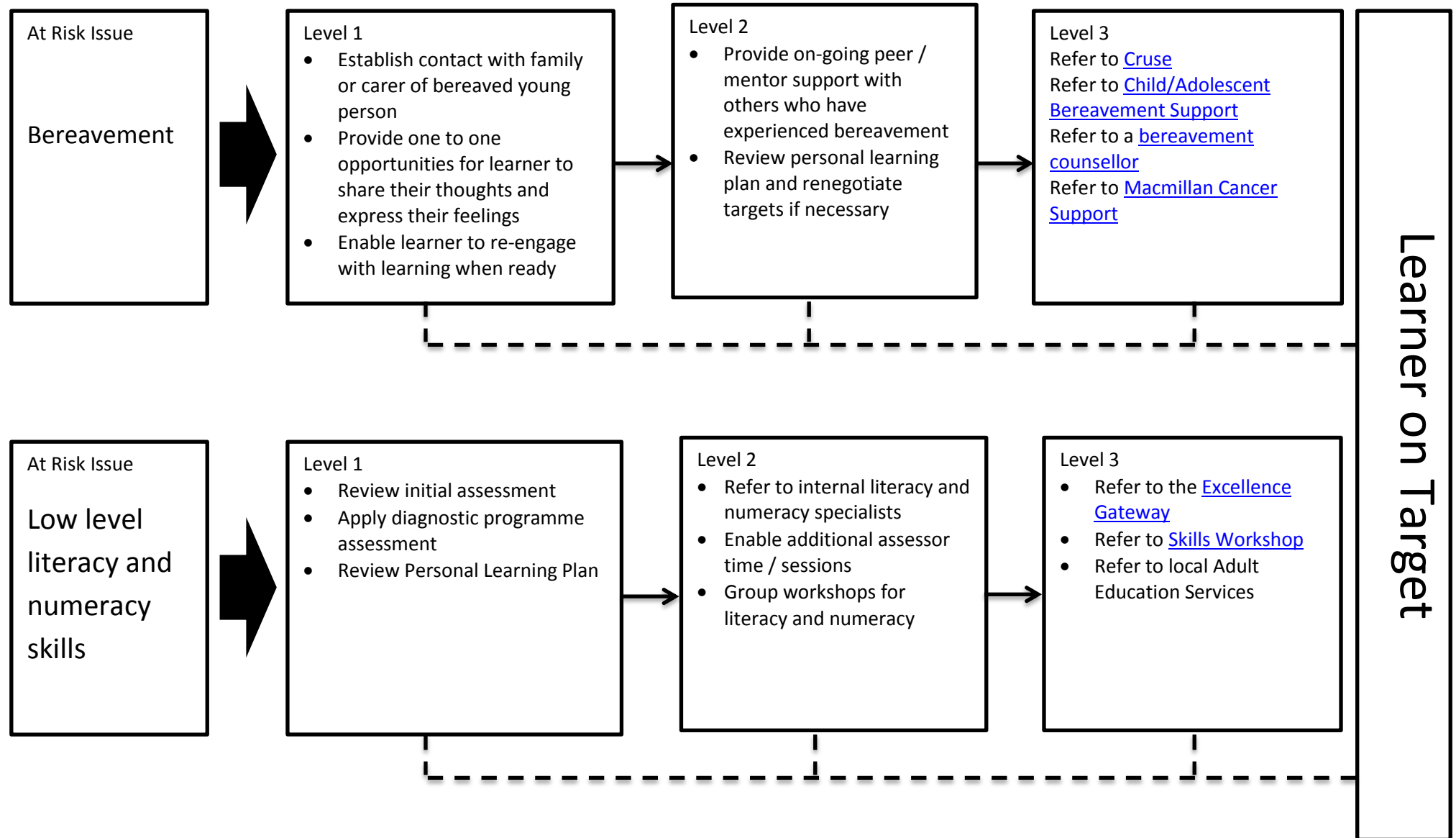
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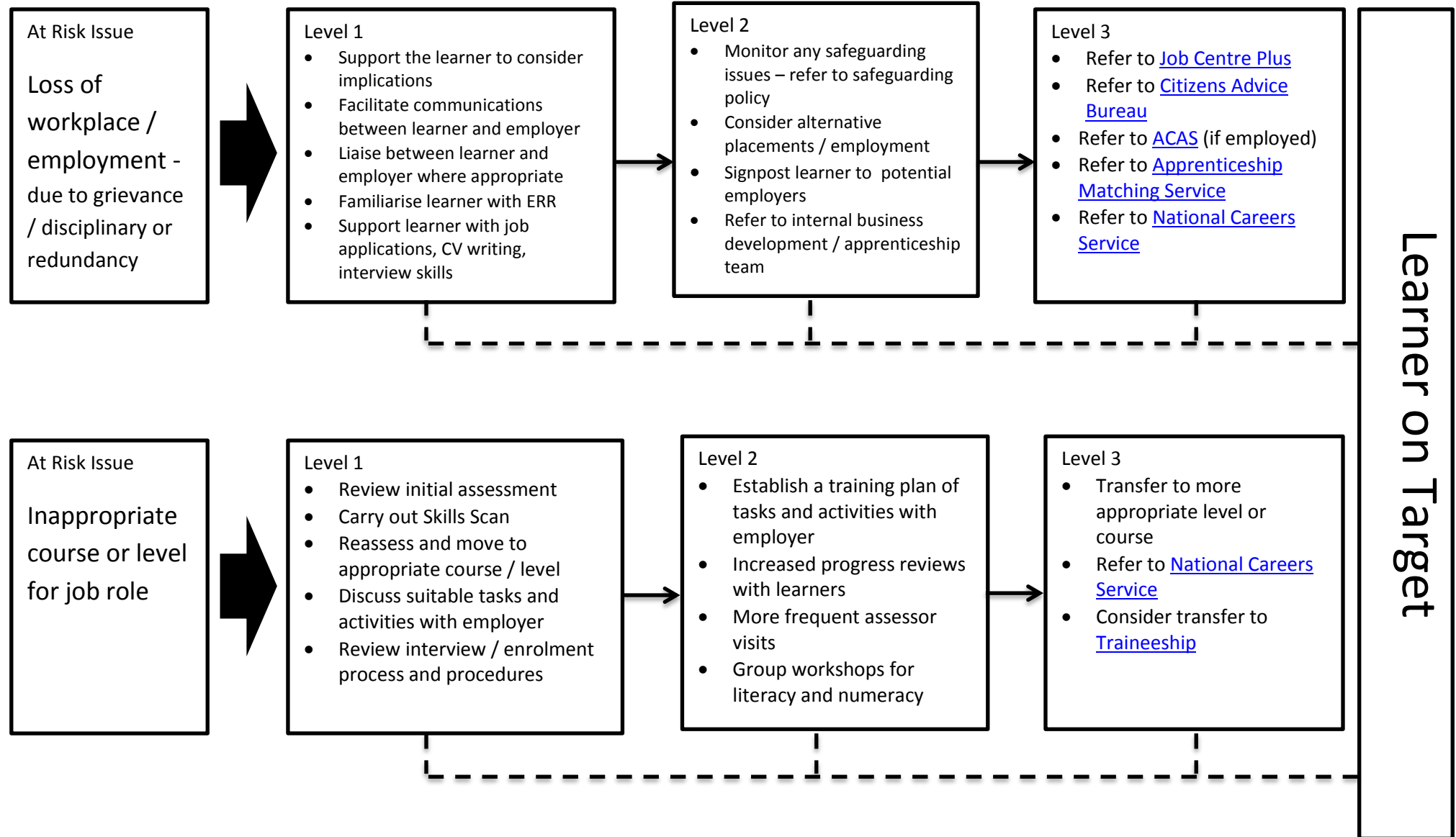
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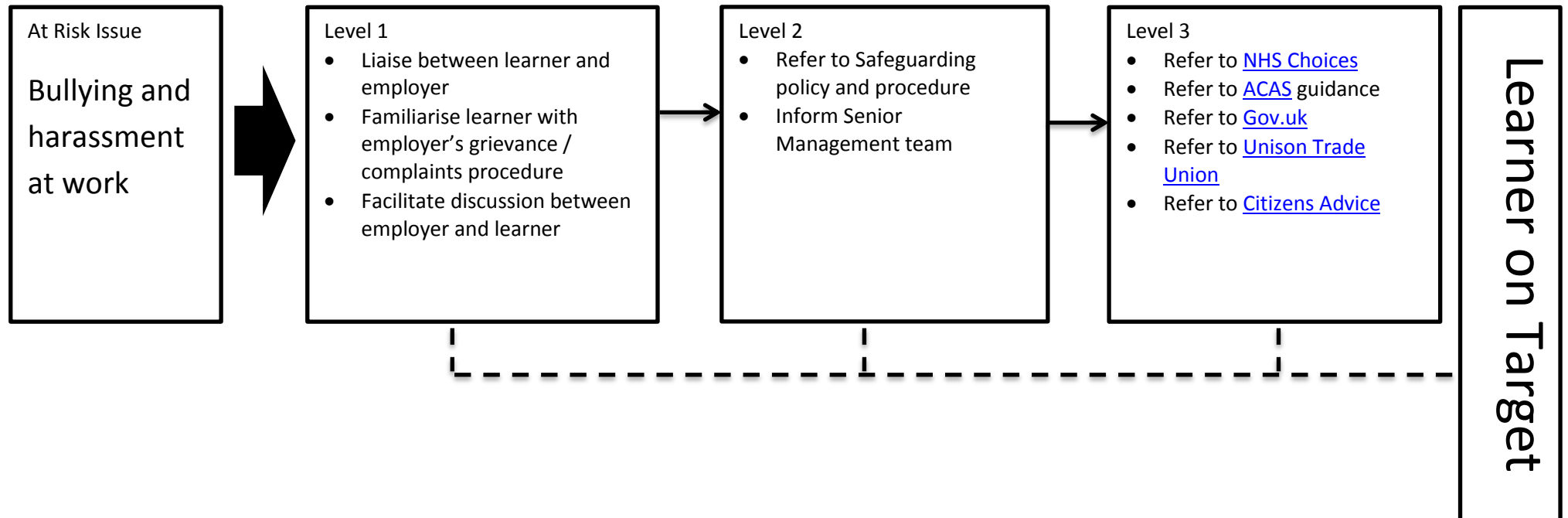
Learners at risk –Employment Issues



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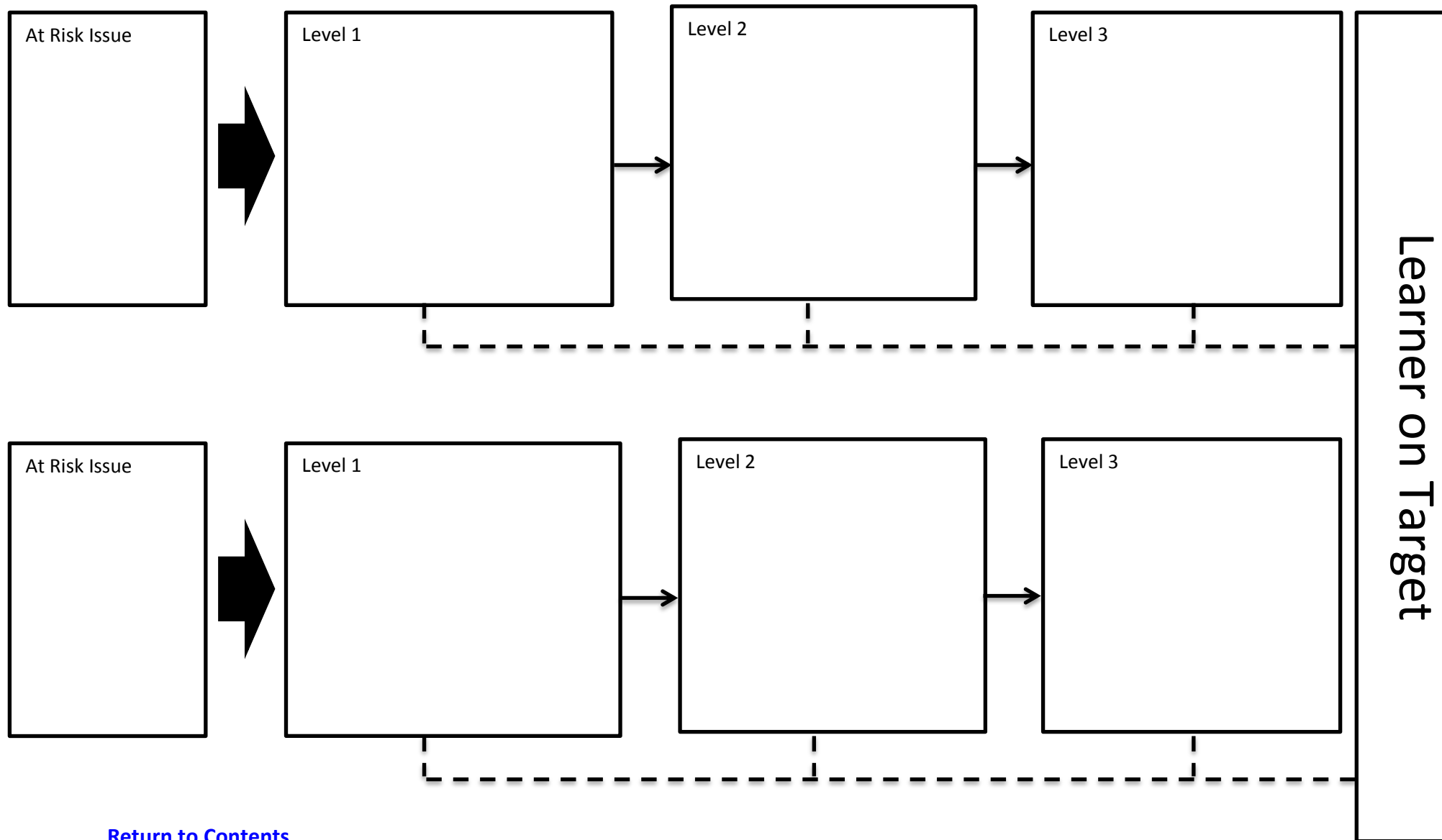
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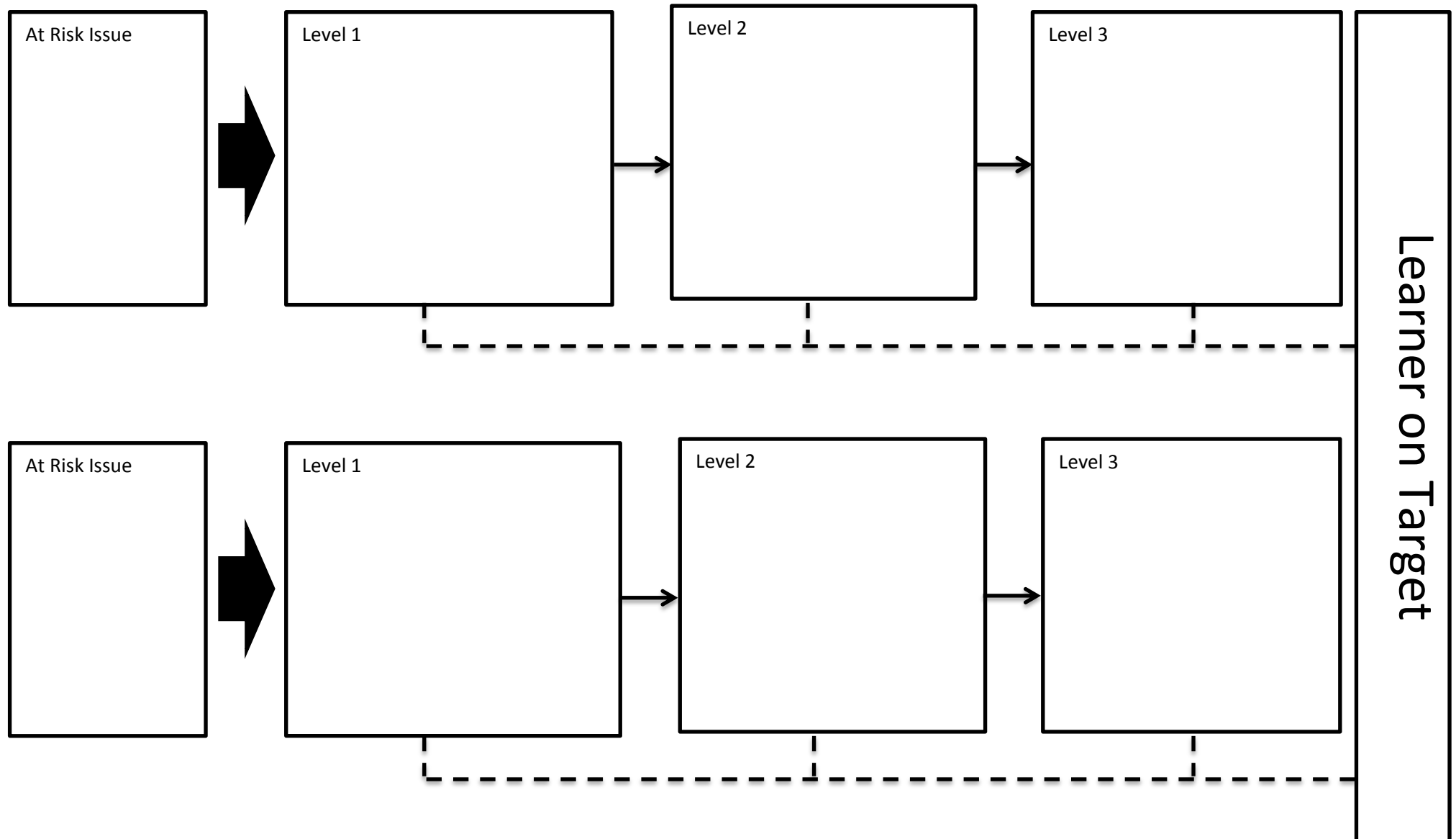
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The following blank flowcharts are provided for providers to record interventions specific to their organisation



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Funding Rules and Implications

The following extracts from the 'SFA Funding Rules 2015 to 2016' provide guidance that is relevant to 'learners at risk', on funding and audit implications applicable from 1 August 2015.

This information is provided as a reference only and all potential funding decisions etc should be made by your internal MIS personnel or funding specialists.

Funding Rule	Description	SFA Funding Rules page reference
English and Maths	Learners aged 19 and over, excluding apprentices, are eligible for full funding to take GCSE English and maths if they do not currently have these qualifications at grades A* to C, no matter what other qualifications they already hold. If a learner wants to 'retake' their GCSE English or maths because they did not achieve an A* to C grade, the SFA will not fund the learner to just sit the exam.	Page 58
Breaks in learning	<p>If a learner or apprentice cannot carry on with the learning they started, but wants to return at a later date to resume, they will be able to take a break in their learning. This allows you and the learner or apprentice to suspend their learning, allowing them to return without affecting their eligibility. Learners on a break in learning will be excluded from success rate calculations.</p> <p>The learner must confirm to you that they want to return to learning when the learning is suspended. If you do not have this confirmation then the learner must be reported as withdrawn. Funding will stop during a break in learning.</p>	Page 62
Learning Support (ALN / ASN)	Learning support is provided to help you to work flexibly and provide support activity to meet the learning needs of your learners. This will enable these learners to achieve their learning goal and make the most of their potential. Learning Support funding will also provide funding for you to meet the costs of reasonable adjustments as set out in the Equality Act 2010.	Page 92

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	<p>Learning Support should not be used to deal with everyday difficulties that are not directly associated with the learner's learning on their programme.</p> <p>Learners who were funded by the Education Funding Agency and became the responsibility of the Skills Funding Agency for continuing learning will continue to receive Learning Support at the same level.</p>	
Exceptional Learning Support (claims above £19,000)	<p>Some learners may need significant levels of support to start or continue learning. These learners are unlikely to be planning to take part in learning without careful consideration of their needs and the ability to meet them, and there will be other agencies involved in their care and support. These learners can get access to Exceptional learning Support if their support costs more than £19,000.</p> <p>Learners aged 19 to 24 requiring significant levels of support would normally be expected to have an Education, Health and Care Plan provided by their local authority and therefore would access funding from their local authority unless they are undertaking an Apprenticeship.</p>	Page 94
Discretionary Learner Support (DLS)	<p>Discretionary Learner Support is provided to support learners with a specific financial hardship that prevents them from taking part in learning. Before making an award, you must identify the learner's needs within the following 'schemes'.</p> <ul style="list-style-type: none"> • Hardship for those aged 19+ - to support vulnerable and disadvantaged learners • Childcare for those aged 20+ - to support learners who are at risk of not starting or continuing learning due to childcare difficulties • Residential for those aged 19+ - to support learners whose specialist learning provision required a residential element or who cannot receive provision locally <p>Learners who are eligible for support are not automatically entitled to it.</p>	Page 104

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24+ Advanced Learning Loans	24+ Advanced Learning Loans (Loans) help people aged 24 or over carry out level 3 or level 4 further education learning aims and get access to the funds they need to gain advanced and higher level skills.	Page 110
24+ Advanced Learning Loans Bursary Fund	<p>The Loans Bursary Fund is provide to help vulnerable and disadvantaged learners who are being funded through a Loan such as those with learning difficulties or disabilities, parents who need help with childcare, and ex-military personnel.</p> <p>The fund will be distributed as decided by the provider and is not an entitlement.</p> <p>Please note that the claiming and earning methodology is different for grant-funded providers and contract-funded providers.</p>	Page 122

Funding Implications

Funding Implication	Description	SFA Funding Rates page reference
Funding Principles	<ul style="list-style-type: none"> • Funding follows the learner, in other words, the choices they, and where appropriate, their employers make • Funding is distributed over the learner's journey from starting the programme to achieving the expected outcome • Funding is directly linked to the learner completing the course and them achieving both qualifications and jobs • Funding is earned based on what is delivered and when it is delivered 	Page 18

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Qualifying Period for Funding	<p>If a learner is in learning for at least the qualifying period, they are counted as a ‘funding start’ and that learner will start to earn funding.</p> <table><tr><th>Length of learning aim</th><th>Qualifying period</th></tr><tr><td>24 weeks</td><td>6 weeks</td></tr><tr><td>2 to 24 weeks</td><td>2 weeks</td></tr><tr><td>Less than 2 weeks</td><td>1 day</td></tr></table>	Length of learning aim	Qualifying period	24 weeks	6 weeks	2 to 24 weeks	2 weeks	Less than 2 weeks	1 day	Page 19
Length of learning aim	Qualifying period									
24 weeks	6 weeks									
2 to 24 weeks	2 weeks									
Less than 2 weeks	1 day									
Distribution of funding over time	<p>Funding is distributed as monthly instalments (so that the funding follows the learner for as long as they stay in learning) and an achievement element.</p> <p>The achievement fund represents 20% of the total funding available and will only be paid when the learner achieves their qualification.</p> <p>The remaining 80% of available funding is paid in monthly instalments spread across the number of planned months for the learning aim, with a double payment in the first month to recognise the upfront costs associated with enrolling a learner. The instalment calculation uses the formula $n+1$, where the ‘n’ is the number of planned months.</p> <p>If the learner leaves early, the monthly instalments will stop. However, for eligible learners, a job outcomes payment will be paid if the learner leaves early without achieving their qualification to enter work of 16 hours or more a week for at least four weeks in a row. If this learner goes on to achieve the learning aim, the outstanding monthly instalments and the rest of the achievement element will be paid.</p>	Page 19								

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	<table><tr><td>Sept</td><td>Oct</td><td>Nov</td><td>Dec</td><td>Jan</td><td>Feb</td><td>Mar</td><td>Apr</td><td>May</td><td>June</td></tr><tr><td colspan="10"><div>9 month learning aim</div></td></tr><tr><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>On-programme instalment</td><td>Achievement Element</td></tr><tr><td>On-programme instalment</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	<div>9 month learning aim</div>										On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	On-programme instalment	Achievement Element	On-programme instalment																				
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On-programme instalment																																																				
<div>Absent and withdrawn learners</div> <div>28 day rule</div>	<p>Providers must determine the intent of learners who are absent from learning, whether the learner expects to return to learning, and the reason for the absence. Providers are expected to have robust absence monitoring and an absence and withdrawal policy, which they implement to ensure that the progress of all learners is monitored.</p> <p>A learner must be considered to have withdrawn from a programme when they have:</p> <ul style="list-style-type: none">• Made known a decision to withdraw from the programme• Exceeded the provider absence and withdrawal policy, or• Been removed from learning by the provider. <p>The EFA (Education Funding Agency) states that if a student is absent for more than 28 days, they should be withdrawn. This rule is NOT a requirement of the SFA (Skills Funding Agency) however; it is strongly recommended by the agency that evidence of contact with a learner should be provided every 28 days. If no evidence is</p>	<p>ILR implication - Refer to Funding specialist or MIS department</p>																																																		

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	provided the learner should be withdrawn or a 'break in learning' instated. Evidence may be in the form of a mark in a register, progress review form, e-mail, learner signature etc.	
Agreed breaks in learning	If a learner is taking an agreed break in learning and intends to return to the programme for example, long term sickness, maternity leave or religious trips, internal funding specialists or MIS must be informed.	ILR implication - Refer to Funding specialist or MIS department
Transfer to different learning aim within the same provider	If a learner changes their learning aim during the funding qualifying period then the learning aim details can be amended. Internal funding specialists or MIS department must be notified.	ILR implication - Refer to Funding specialist or MIS department