Learner Support Programme

Adult Learning Grant (ALG) Guidance 2008/09

June 2008

Of interest to stakeholders involved in delivering Adult Learning Grant
Further information

Further information on the scheme is available from the following sources:

Learning providers can contact the Learner Support Service for advice in administering the scheme on 0845 600 7979.

Learners should be directed to the Learner Helpline on 0800 121 8989.

Alternatively the Learner Support Service can be contacted via e-mail at ALG@liberata.com

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Learning and Skills Council
(National Office)

The Straddle
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Introduction

This guidance sets out the policies and procedures for the Adult Learning Grant (ALG) scheme for 2008/09. It is aimed at key stakeholders involved in the delivery of ALG including learning providers, partners delivering information, advice and guidance (IAG), the Learner Support Services (LSS) for the scheme, and the Learning and Skills Council (LSC) at an area, regional and national level.

The key roles for stakeholders at each stage of the ALG process are set out in annexes 1 and 2.

Stakeholders should also refer to the separate operating manual and associated resources for the Learning Provider Portal (LPP). The LPP is the online system through which learning providers will need to enrol and report attendance for learners. Guidance on this will be available later in the summer.
The Learner Support Service

As many of you are aware, the way in which we administer the nationally delivered elements of the Learner Support Programme (Education Maintenance Allowance (EMA), Adult Learning Grant (ALG), Care to Learn, Dance and Drama Award, Sixth Form Childcare Scheme and Residential Support Scheme) is changing. Many of you have been keeping up to date with developments through our e-bulletin [http://www.lsc.gov.uk/providers/moneytolearn/lss/ebulletins]

What is it changing?
The EMASYS system, previously used for EMA, and the EMS system previously used for ALG, will be replaced by the new Learner Provider Portal (LPP) before the end of September.

The LPP will be very similar to the old EMASYS system so existing users will find the appearance and navigation familiar. We are providing training and support materials to help those who are not familiar with EMASYS.

The Learning Provider Portal is web-based and we will send EMASYS users details of their username and password prior to the system being made available.

What help is available to support me?
We are developing a number of resources to help you with using the new system:

- **Operational Manual** – with detailed guidance on using the LPP
- **Handy Hints** – containing hints and tips on using the LPP
- **Quick Start Guide** – a brief overview of how to use the LPP

These will be available later in the Summer. Please check the Learner Support Service section of the website [http://www.lsc.gov.uk/providers/moneytolearn/lss/ ] for the most up to date information.

We are also running a series of training seminars across the country to provide an end-to-end walkthrough of the new system. The objectives are:

- To explain the operation of the Learner Portal and the Learning Provider Portal
- To highlight the key differences between EMASYS, ALG system and the Learning Provider Portal
- To reinforce the availability of the new channels for application; i.e. on-line and telephone supported.

If you want to find out more about when and where the events are being held please go to www.livegroup.co.uk/lssportals

Additional Support
The Learner Support Service Provider Helpline number will also be on hand to help with your queries on 0845 600 7979.

A dedicated Field Force is also being developed to provide information, support and advice to learning providers and stakeholders.
ALG in context

Adult Learning Grant (ALG) is a strand of the Learning and Skills Council’s Learner Support Programme, which exists to remove finance as a barrier to participation in learning.

ALG is intended to help low income adults studying full time for their first full Level 2 or first full Level 3 qualification with the cost of learning.

The Grant makes an important contribution to the Government’s Skills Strategy 21st Century Skills: Realising our Potential (July 2003). The strategy presented an ambitious agenda for tackling the long-standing weaknesses in the way adults are equipped with the skills they need. In particular, it announced a new Adult Learning Grant (ALG) to specifically tackle the skills gap at Level 2 and Level 3, the key qualifications adults need to improve their employability and help the UK improve its skills base. ALG was primarily designed to enable those already in employment to improve their skills and to progress onto further opportunities. However this does not exclude those who are not already employed from receiving the grant.

ALG has a vital role in contributing to the Public Service Agreement (PSA) target to reduce the number of adults that lack a Level 2 qualification, and to the LSC priority – the importance of which was stressed again in the Leitch Report in December 2006 – to increase skills at Level 3 and above. To set these priorities in context, 6.3 million economically active adults currently lack a Level 2 qualification; and 11.4 million economically active adults currently lack a Level 3 or higher qualification.

ALG is a tightly focused and targeted scheme. This means that we cannot support every learner or every type of provision, for example:

- We acknowledge that some individuals may not be ready to immediately progress to a Level 2 or Level 3 qualification. Unfortunately because ALG has limited resources, this means that we cannot support individuals who are studying for Level 1 qualifications although we will clearly begin to do so if they achieve their Level 1 and wish to progress on from that point;
- Whilst ALG operates alongside ‘in-work’ benefits, such as Housing Benefit, Council Tax Rebate and Child Benefit, learners in receipt of ‘out of work’ benefits are not eligible to receive it. Instead, Jobcentre Plus offers training to help people to develop their skills and move into work. The majority of benefit recipients can also participate in part-time education while receiving benefits;
- Learners who are in receipt of Income Support (IS) are not eligible for ALG. Current benefit rules mean that ALG is classed as income for the purposes of IS assessment, meaning that individuals may potentially be financially worse off. The current rules are intended to safeguard individuals against this, though we currently reviewing this.
Key eligibility criteria: an overview

- Learners must be at least 19 years old;
- Their course of study must start or continue between the dates 01/09/08 and 31/08/09;
- Learners must be on a full time learning programme. This means at least 450 guided learning hours during the 2008/09 academic year;
- Learners must be studying for their first full level 2 or first full level 3 qualification;
- Learners must be earning less than £19,513 (based on their income for the 2007-08 tax year) if they are single or less than £30,810 if they are married or live with someone as if they are married;
- Learners must meet the scheme residency criteria. They must be ‘settled’ in the UK (‘Settled’ means having either indefinite leave to enter or remain (ILE/R) or having the right of abode in the UK) and have been ordinarily resident in the UK for at least the three years prior to the start of their learning programme. Further details of scheme residency are covered on pages 12 and 13;
- Learners must be studying at an LSC funded learning provider in England.
Eligibility criteria: in detail

Age
To be eligible for ALG, learners must be aged 19 or over.

Learners in receipt of EMA who turn 19 and are not receiving the full amount should be encouraged to exhaust their EMA entitlement before applying for ALG.

A learner must be of ‘working age’ in order to be eligible for ALG. The Department for Work and Pensions (DWP) defines this as 65 for both men and women. However, we acknowledge that more people are increasingly working for longer and as such, will review on a case by case basis those applicants who fall outside this age group.

Eligible learning
Guided Learning Hours (GLH)
To be eligible for ALG participants must be in full time learning. ALG is intended to help learners gain the qualifications they need to improve their employability and skills; learning on a full-time basis is likely to accelerate achievement of their qualification and get them to where they want to be more quickly.

The LSC define full-time learning as 450 guided learning hours in an academic year. This equates to around 150 guided learning hours per term or around 12–13 hours per week. Any pattern of hours is, however, acceptable as long as the 450 GLH minimum requirement for the year is met.

Guided learning is defined as all times when a member of staff is present to give specific guidance towards the qualification or module being studied on a programme. This includes lectures, tutorials and supervised study.

Courses and Qualifications
For ALG, learners must be on courses that will lead to their first full Level 2 or first full Level 3 qualification, to ensure that ALG support is targeted in accordance with government priorities.

Details of eligible qualifications are available on the Learning Aims Database at the following URL: www.lsc.gov.uk/providers/data/software/LAD

Further qualification checks can be made on the DCSF and DIUS web sites www.dfes.gov.uk/section96 and www.dfes.gov.uk/section97

ALG is open to both learners who are starting a new course and to learners who are already part way through a course, providing they meet all the scheme eligibility criteria.

ALG is not payable to learners studying for Level 1, 4 and 5 qualifications.

ALG applicants are required to self declare their highest level of qualification on the ALG application form. In order to ensure that the ALG applicants state their prior qualifications fully and truthfully, we will:

- Publish legal declarations on the ALG application form to ensure learner integrity when disclosing information;
- Ensure that LSC internal audit examines application forms and publicity materials prior to usage;
- Ensure that LSC internal audit performs an audit sample check of ALG, including ILR data related to ALG.

Detailed information on audit procedures for ALG are available in Annex 5.

Prior to enrolling the learner on to the Learning Provider Portal (LPP) the learning provider must assess and confirm that the learner is studying for their first full level 2 or first full level 3 qualification.
The following table is a guide to show how different qualifications fall into the various qualification levels. However, this list is not comprehensive due to the wide range of qualifications currently available:

**Confirming the individual’s Learning Aim**

Learning providers are asked to confirm, via Learning Provider Portal (LPP), that the individual meets the required minimum number of Guided Learning Hours (GLHs) and that their Learning Aim is to achieve their first full Level 2 or first full Level 3 qualification.

We recognise that some learners may be following more than one course in order to achieve their Learning Aim. These courses may be at a lower level or at the same level as the Learning Aim. This may result in the individual achieving additional qualifications at a lower level or the same level as the Learning Aim. As long as the Learning Aim of a first full Level 2 or first full Level 3 is achieved and all other criteria, ie: GLHs are met, this will meet the necessary requirements for ALG support.

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Academic qualification equivalent</th>
<th>Vocational qualification equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>GCSE/O-level grades D-G (or fewer than five at grades A-C)</td>
<td>BEC Certificate/BEC Diploma</td>
</tr>
<tr>
<td></td>
<td>CSE below grade 1</td>
<td>BTEC Certificate/Diploma</td>
</tr>
<tr>
<td></td>
<td>One AS level</td>
<td>BTEC Introductory Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>City and Guilds Operative Awards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPVE Year 1 (Technician)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GNVQ Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCCI Elementary/First Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NVQ Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PEI Elementary/First Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RSA Elementary/First Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RSA Vocational Certificate</td>
</tr>
<tr>
<td>Level 2</td>
<td>GCSE/O-level (five or more at A-C)</td>
<td>BEC General Certificate with credit</td>
</tr>
<tr>
<td></td>
<td>CSE grade 1</td>
<td>BEC Diploma with credit</td>
</tr>
<tr>
<td></td>
<td>One A Level</td>
<td>BTEC First Diploma</td>
</tr>
<tr>
<td></td>
<td>Two/three AS levels</td>
<td>City and Guilds Higher Operative/Craft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GNVQ Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCCI Certificate (Second Level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NVQ Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PEI Stage 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pitmans Intermediate Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RSA Diploma</td>
</tr>
<tr>
<td>Qualification level</td>
<td>Academic qualification equivalent</td>
<td>Vocational qualification equivalent</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Two or more A-level passes (at grades A-E)</td>
<td>BEC National ONC/OND</td>
</tr>
<tr>
<td></td>
<td>International Baccalaureate</td>
<td>BTEC National ONC/OND</td>
</tr>
<tr>
<td></td>
<td>City and Guilds Advanced Craft</td>
<td>BTEC National Award*</td>
</tr>
<tr>
<td></td>
<td>AVCE, VCE or Vocational A-level Double/Single Awards*</td>
<td>BTEC National Certificate/ National Diploma</td>
</tr>
<tr>
<td></td>
<td>Access to HE</td>
<td>GNVQ Advanced</td>
</tr>
<tr>
<td></td>
<td>ESOL and foreign languages advanced awards</td>
<td>LCCI Diploma (Third Level)</td>
</tr>
<tr>
<td></td>
<td>ESOL and foreign languages advanced awards</td>
<td>NVQ Level 3</td>
</tr>
<tr>
<td></td>
<td>Teaching qualifications (including PGCE)</td>
<td>BEC National HNC/HND</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>First degree</td>
<td>BTEC National HNC/NHD</td>
</tr>
<tr>
<td></td>
<td>Higher Education Certificate</td>
<td>Higher Education Diploma</td>
</tr>
<tr>
<td></td>
<td>Higher Education Diploma</td>
<td>LCCI Advanced Level</td>
</tr>
<tr>
<td></td>
<td>NVQ Level 4</td>
<td>Nursing (SRN)</td>
</tr>
<tr>
<td></td>
<td>NVQ Level 5</td>
<td>RSA Advanced Certificate</td>
</tr>
<tr>
<td></td>
<td>Other high level professional qualifications</td>
<td>RSA Higher Diploma</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Higher Degree</td>
<td>Continuing Education Diploma</td>
</tr>
</tbody>
</table>

* BTEC National Award and AVCE Single Award do not constitute a full Level 3 qualification: learners should contact the Learner Helpline on 0800 121 8989 for advice.
Part Qualified Learners
We recognise that a significant number of learners applying for ALG are already part-qualified within a level. For example, a learner may have obtained some Level 2 qualifications but not achieved the full Level 2 standard. Under these circumstances the learner will be eligible to apply for support.

Learners on courses spanning academic years
Where learners are following courses which run across two academic years i.e. which commence in 2008/09 and continue into 2009/10, the learning provider should contact the Learner Support Service (LSS) to notify them of this and seek further advice.

The LSS can be contracted on 0845 600 7979.

Valid Provision
In order to be eligible for ALG a learner must be studying at a learning provider in England who is funded by the LSC.

If a provider is not currently recognised as an approved ALG provider they should contact their local LSC co-ordinator for ALG who will be able to advise them on the learning provider approval process. Details of this process are provided in Annex 4.

Train to Gain and Apprenticeships
As stated in the LSC Funding Guidance, learners ‘shall not be required to contribute financially to the direct cost of learning’ via this route. This means that learners do not require any further financial help with the costs of learning, such as that provided by ALG.

Accordingly, individuals following Apprenticeship programmes and Train to Gain are not normally eligible for ALG.

However, although we expect that the majority of learning taken through the Train to Gain route will be undertaken in the workplace it is possible that in some instances it is possible that the most appropriate learning may be that which is delivered by a local learning provider. This means that learners may potentially incur additional costs, such as transport, and as such may be entitled to ALG. Any such cases will be assessed on an individual basis.

Income Assessment
In order to ensure ALG is offered to those individuals who most need financial support, an income assessment will be undertaken for each applicant.

Applicants for the 2008/09 Academic Year will be required to supply financial information from the 2007-08 tax year to support their application.

The ALG financial assessment has two scales:

For a single person the thresholds in table 1 apply.

For learners who are married or living with partners as if they are married the thresholds in table 2 apply.

The income thresholds shown in tables 1 and 2 will be reviewed on an annual basis and may be subject to change.

Parental income is NOT taken into consideration for the purposes of the ALG assessment even if the individual still lives in the parental home.

If both the learner and their partner are students, both individuals will be assessed using the single learner thresholds as in table 1.

### Table 1 – Single Applicants

<table>
<thead>
<tr>
<th>Income for the 2007/08 tax year</th>
<th>Weekly ALG payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to £11,810</td>
<td>£30</td>
</tr>
<tr>
<td>£11,811 – £15,405</td>
<td>£20</td>
</tr>
<tr>
<td>£15,406 – £19,513</td>
<td>£10</td>
</tr>
<tr>
<td>Over £19,513</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Table 2 – Learners who are married or living with partners as if they are married

<table>
<thead>
<tr>
<th>Income for the 2007/08 tax year</th>
<th>Weekly ALG payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to £20,817</td>
<td>£30</td>
</tr>
<tr>
<td>£20,818 – £25,521</td>
<td>£20</td>
</tr>
<tr>
<td>£25,522 – £30,810</td>
<td>£10</td>
</tr>
<tr>
<td>Over £30,810</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Current Income Assessments

A current income assessment will be carried out when the learner’s income has fallen by 15% (against the initial financial assessment) where this takes them beneath the next income threshold. Evidence of the fall in income must be provided to the Learner Support Service (LSS).

Learner’s income has increased

Any increases in income that occur during the academic year are disregarded. However, learners must re-apply for ALG every academic year meaning that any increase is likely to affect future awards.

The Disability Discrimination Act (DDA)

If at the time of applying the learner and/or their partners income is lower than it was in the 2007-08 tax year due to a disability as stated by the Discrimination Act they may be able to have their income re-assessed.

The Disability Discrimination Act 1995 defines a disability as a physical or mental impairment which has a substantial and long term (that is more than 12 months) adverse effect on a person’s ability to do normal daily activities. Further information about the Disability Discrimination Act 1995 can be found at www.equalityhumanrights.com

The Act states a person is disabled if they have:

- A mental or physical impairment;
- This has an adverse effect on the persons ability to carry out normal day-to-day activities;
- The adverse effect is substantial;
- The adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last more than 12 months or for the rest of the persons life).

What are ‘normal day-to-day activities’?

At least one of these areas must be substantially affected:

- Mobility;
- Ability to lift, carry or move everyday objects;
- Manual dexterity;
- Speech, hearing or eyesight;
- Physical co-ordination;
- Memory or ability to concentrate, learn or understand;
- Continence;
- Understanding of the risk of physical danger.

There are some special provisions, for example:

- If the persons impairment has substantially affected their ability to carry out normal day-to-day activities, but doesn’t any more, it will still be counted as having that effect if it is likely to do so again;
- If the person has a progressive condition and it will substantially affect their ability to carry out normal day-to-day activities in the future, they will be regarded as having an impairment which has a substantial adverse effect from the moment the condition has some effect on their ability to carry out normal day-to-day activities;
- Cancer, HIV infection and multiple sclerosis are covered effectively from the point of diagnosis;
- People who have had a disability in the past but are no longer disabled are covered by certain parts of the DDA.

If a learner needs further information they should contact the Learner Support Service (LSS) on 0800 121 8989. The learner will be expected to supply the LSS with medical proof of the disability in order to be re-assessed.
Residency

The following is the published residency criteria for ALG for 2008/09. It is currently under review by the Department for Innovation, Universities and Skills (DIUS) and any changes as a result of this will be notified to stakeholders as soon as possible.

To be eligible for ALG a learner must be:

- A person who is ‘settled’* in the UK (‘Settled’ means having either indefinite leave to enter or remain (ILE/R) or having the right of abode in the UK) and has been ordinarily resident in the UK for at least the three years prior to the start of their learning programme; or

- A national of any European Union (EU) country (including Gibraltar), or the spouse or civil partner of an EU national, and been ordinarily resident in the European Economic Area (EEA), or Switzerland, for at least the three years prior to the start of their learning programme; or

- An EEA migrant worker with the right to work in the UK, or the spouse, civil partner of an EEA Migrant Worker, who is ordinarily resident in the UK at the start of their learning programme, and has been ordinarily resident in the EEA or Switzerland throughout the three year period prior to that; or

- A Swiss National who is ordinarily resident in the UK at the start of their learning programme, and has been ordinarily resident in the EEA or Switzerland for the three year period prior to that; or

- A Turkish Migrant Worker who has the right to work in the UK, and who is ordinarily resident in the UK at the start of their learning programme, and has been ordinarily resident in the EEA, Switzerland or Turkey for the three year period prior to that; or

- Are recognised as a refugee by the UK Government, or the spouse or civil partner of a refugee, have been granted Humanitarian Protection, or have EU Temporary Protection;

- A flow chart for assessing residency criteria can be found on page 11.

British citizens and certain other people have the right of abode in the UK:

- Those with the European Community – United Kingdom of Great Britain and Northern Ireland Passports;
- British Dependent Territory Citizens (now known as British Overseas Territory Citizens);
- Those whose passports have been endorsed to show they have Right of Abode in the UK;
- Those who have a certificate of naturalisation or registration as a British Citizen.

From 2008/09 the learner will be required to self certify on the ALG application form that they meet the residency criteria as outlined above. This, in combination with the residency assessment learning providers undertake when enrolling an individual onto a learning programme (and which they will need to confirm via the Learning Provider Portal (LPP) will satisfy the LSC that the proper checks have been made and the applicant’s form assessed on this basis.

An ALG residency flowchart is included on the following page.

Learning providers should note that the residency criteria for EMA and ALG have now been aligned.

Learners must be studying in England to be eligible for ALG.
ALG Residency Flowchart

Someone who is ‘settled’ in the UK

- Please see previous page detailing residency conditions for a definition of someone who has ‘settled’ status

EEA Migrant Worker or an EU National
Or the spouse, civil partner or child of an EU National/EEA Migrant Worker

- A passport from one of the EU/EEA countries or a national identity card

Has been ordinarily resident in the UK for at least the three years prior to the start of their learning programme

- YES
- NO

Has been ordinarily resident in the EEA throughout the three-year period prior to the start of their learning programme

- YES
- NO

Refugee or the spouse, civil partner or child of a refugee or Person with Humanitarian Protection

- Immigration Status Document (or Passport, if available, where dependants do not want asylum) that states Refugee or Humanitarian Protection status, endorsed with a vignette, or stamped Home Office Status Letter (including for Family ILR Exercise)

Person with EU Temporary Protection

- Once the EU have invoked the Temporary Protection Directive

Asylum seeker

- An Application Registration Card

Person with Discretionary/Exceptional Leave

- Passport or Immigration Status Document endorsed with a vignette that states a Discretionary Leave or a stamped Home Office Status Letter

Refugee or the spouse, civil partner or child of a refugee or Person with Humanitarian Protection

- Eligible

EEA Migrant Worker or an EU National

- Eligible

Not Eligible

EEA Migrant Worker or an EU National
Or the spouse, civil partner or child of an EU National/EEA Migrant Worker

NOTE: The 3 years is to the actual first date of the course. Duration of residence may be confirmed in a letter from a school previously attended or from a GP confirming the student has been registered throughout the 3-year residence period.
Length of entitlement

ALG is normally payable for two years but can be extended for one further year, for example if a learner receives ALG support to achieve their full Level 2 qualification and decides to progress to Level 3.

Requests to extend ALG beyond 3 years, for example, for learners who have a disability will be considered on a case-by-case basis. No extension can be guaranteed and learning providers should ensure individuals are made aware of this.

Learners can contact the Learner Support Service (LSS) for further advice on 0800 121 8989.

Payment of ALG

ALG payments will be made directly to the learner’s bank account one week in arrears.

If a learner has a disability that may cause them difficulties in administering a bank account the LSC will consider whether a proxy bank account can be used. Applicants to whom this may apply should contact the Learner Support Service (LSS) to discuss this.

ALG is payable in term time only. This means that, on average, it is paid for around 38 weeks of the year. However, although this is the average length of the academic year, some learning providers/courses may require more or less than 38 weeks attendance and ALG will be paid in accordance with this.

Attendance and absence

In order to receive a payment a learner’s attendance at their course must be satisfactory. Any unauthorised absence by the learner will result in payments being suspended.

ALG normally relates to a full weeks attendance on a course. However, when a learning provider is only open for a part week (i.e. due to bank holidays, industrial action or college holidays) payment may be made for the full week of attendance.

Learning providers must record payment decisions, based on attendance, on to the Learner Support Service (LSS) on a weekly basis. A separate operating manual and associated resources will be available later in the summer 2008, in readiness for making ALG payment decisions.

Authorised Absence

Evidence supporting an acceptable or ‘authorised’ absence should be collected by the learning provider. This could include self certification forms for sickness or notes from GPs. We advise that GPs notes are only obtained when the learner has been absent for 8 or more consecutive days.

Where a learner has had three periods of illness related absence during the academic year for which a medical certificate has not yet been provided, we recommend that the learning provider should arrange an interview with the learner to discuss the absences. This can act as an effective deterrent against abuse of the scheme.

Attendance at medical appointments

We would encourage learners to make appointments outside course attendance times, where possible. However, appointments with medical specialists such as consultants often fall during course attendance times. As such, specialist appointments may be classed as authorised absence.

Long Term Absence

Some ALG learners may require long-term absence, for example, maternity leave, severe medical conditions, or be summoned to jury service etc. In these circumstances, a learning programme should be agreed that, where possible, enables the learner to continue their studies, should they wish to do so. The aim should be to ensure that the minimum 450 GLHs are achieved.
Other types of Authorised Absence

The following list is not exhaustive and learning providers are, of course, free to use their discretion:

- Parental leave to take care of a child who is sick;
- Attendance of a funeral of family/friends;
- Confirmation of the breakdown of learners travel/transport arrangements;
- Attendance at court or probation meeting;
- Work experience placement (if this is pre-arranged and an integral part of the learning programme);
- Study Leave (providing this is clearly stated as an integral part of the learning programme);
- Religious Festivals. Up to 3 days absence is permitted each year, to coincide with recognised religious festivals.

Unauthorised Absence

All weeks where unauthorised absence has occurred must be recorded as a "Not-pay" decision on the Learning Provider Portal (LPP). Payments for the affected week or weeks will then be withheld.

Learners who take holidays during term time are not eligible to receive ALG during that period. Where the holiday absence is for part of the week, no payment can be made for the full week.

Backdating of payments

Applications received within 28 days of the start of a learning programme will be eligible to receive back-dated payments to the start of the programme. Applications received in excess of 28 days after the learning programme start date will only be eligible to receive payments from the Monday of the week in which the form was received by the Learner Support Service (LSS).

Overpayments

If the Learner Support Service (LSS) becomes aware that ALG payments have been made inaccurately, for example, because of failure to disclose information on the part of the learner, a misrepresentation of data, processing or system errors etc they will take recovery action. There is a responsibility on both the learner and the learning provider to notify the LSS of any potential overpayments.

A letter will be sent to the learner explaining why they have been overpaid, detailing the amount of overpayment and asking for repayment as soon as possible.

If the learner is still on their course, the LSS can suggest two alternatives; either subsequent payments be withheld until the overpayment is recovered, or the learner can repay the whole amount in one payment. Until the learner confirms how they want to make repayments, the LSS will withhold future payments, as this may reduce the outstanding amount.

If a learner has left their course, and does not respond to correspondence from the LSS, the LSC has the right to take legal action to recover the overpayment. This is clearly stated in the declaration on the ALG application form.

Learners in receipt of benefits

Non eligible benefits

If a learner is in receipt of the following benefits they are not eligible for ALG:

- Jobseekers Allowance (JSA);
- Incapacity Benefit (IB);
- Income Support (IS).

Under joint signing arrangements, where both partners sign for JSA neither partner is eligible for ALG. However partners of benefit recipients are eligible to claim ALG.

Eligible benefits

Disability Living Allowance: A learner in receipt of Disability Living Allowance may apply as long as they are not in receipt of Jobseekers Allowance, Incapacity Benefit or Income Support.

Carer’s Allowance: People in receipt of Carers Allowance can apply for ALG. However, learners must be studying less than 21 guided learning hours per week or their Carers Allowance may be affected.
Working Tax Credit and Child Tax Credit: HM Revenue and Customs will disregard ALG (which is not taxable) when assessing eligibility for tax credits.

Housing Benefit, Council Tax Benefit and Second Adult Rebate: People in work and claiming Housing Benefit, Council Tax Benefit and Second Adult Rebate are eligible to claim ALG.

Local authorities can disregard the first £660 of ALG funding. This disregard is detailed in the Housing Benefit Guidance Manual: Amendment 14 December 2007 Part C2 Student Claims which lists the disregards separately as:

- Books and equipment – £370 per annum;
- Travel – £290 per annum.

ALG and other sources of funding

Learners in receipt of ALG must NOT be receiving:

- Education Maintenance Allowance (EMA): Learners in receipt of EMA are not eligible for ALG. However, learners who have exhausted their entitlement to EMA and are continuing their first full Level 2 or first full Level 3 may apply.

Learners in receipt of EMA who turn 19 and are not receiving the full amount should be encouraged to exhaust their entitlement before applying for ALG.

Learners in receipt of ALG MAY also receive:

- Care to Learn. Learners in receipt of Care to Learn are eligible to apply for ALG on reaching their 19th birthday;
- Support from the 20+ childcare scheme if they are studying at a school sixth form or sixth form college;
- Residential bursaries and adult education bursaries;
- A Career Development Loan;
- Help with hardship or childcare costs which may be available, on a discretionary basis from colleges;
- Charitable grants.

Change of circumstances

Learners must notify their learning provider and the Learner Support Service (LSS) of any change in their circumstances, for example if they have started to receive benefits that preclude them from support or if they have changed their address or bank account details. The application form contains a declaration that makes it clear to the learner that it is their responsibility to do this.

However, if a learning provider becomes aware of a change of circumstances for a learner that affect future payments of ALG it would be helpful if they could also inform the LSS of this.

Offenders

People in prison or in young offender institutions and those released on temporary licence (ROTL) are not eligible to claim ALG. However, they may apply for the scheme whilst serving their sentence when their expected release date is known. Payments will only be made for the learning which is undertaken after the individual has been released, even if the course of study started whilst serving their sentence.

People who have been released from prison or young offender institutions, including those learners that remain under supervision (including any learners who are electronically tagged) in the community, can apply for support.

The LSS will require the applicant to supply discharge papers as evidence that they are no longer serving a custodial sentence. If the applicant has lost their evidence they will need to speak to their probation officer and obtain replacement documentation before their eligibility can be assessed.

Appeals

Any appeal against a decision taken by the Learner Support Service (LSS) about eligibility for ALG will be investigated. If the LSS finds that the initial assessment has been completed incorrectly the application will be re-assessed and the learner informed of the results.
If a learner wishes to appeal against a weekly payment being withheld they should discuss this with their learning provider. We expect appeals of this nature to be dealt with via the learning provider’s normal procedures.

In the event that the payments appeal involves the LSS, for example, due to administrative difficulties, then the learning provider and the LSS should discuss and agree an acceptable solution to the appeal.

It should be noted that the decision on attendance rests solely with the learning provider. Therefore, it is important that learners are made aware of the learning provider’s procedures for reporting absences and that all learning provider documentation makes the learner’s responsibilities clear.

Records of all complaints (and responses) both formal written appeals and notes of informal meetings or discussions about an appeal must be retained by learning providers and the LSS for audit purposes.

**Audit and compliance**

ALG is subject to both internal and external audit procedures.

The Learner Support Service (LSS) has its own internal audit procedures to ensure that its systems are robust and that the relevant checks and separation of duties are in place to deter and detect any possible fraudulent activity.

Learning providers are expected to keep accurate, robust and up to date attendance records via the Learning Provider Portal (LPP) so they can ensure that a learner’s ALG payments reconcile in line with weekly attendance patterns.

Learning providers should maintain records of approved absences and key interviews that have taken place with learners regarding absences, showing authorisations and dates. The LSC regularly audits ALG and as part of this attendance records held by the learning provider may be examined.

If the LSC believes that a learning provider is not administering the scheme robustly, we may decide to take action with the learning provider to address this.

Detailed information on LSC audit procedures and how the ALG scheme complies with these are covered in Annex 5.
Marketing and support materials

All enquiries about the marketing and communications strategy for ALG should be directed to the LSC regional marketing manager.

The following marketing and support materials are available for ALG in 2008/09. The marketing and support materials change each year and we ask providers to remove old stock and replace with new stock as soon as possible each year. In order to ensure you have the most recent materials, please check the website www.lsc.gov.uk/providers/moneytolearn.

For 2008/09, many of the ALG marketing and support materials have been updated with ‘hands’ images, to fit with the wider ‘Our Future, it’s in Our Hands’ national Skills Campaign.

- **Leaflet** aimed at the learner to give clear and simple messages about ALG (ref no LSC-P-NAT-080029).
- **College Poster** for learning providers to use to promote ALG. It has simple messages and displays the helpline number. A3 size (ref no LSC-P-NAT-080027).
- **General Poster** to raise awareness of ALG outside of learning providers where there may be queues, e.g. at Post Offices. A4 size (ref no LSC-P-NAT-080030). Also available in A3 size (ref no LSC-P-NAT-080053).
- **Birthday Card** to be used by learning providers to send out to individuals on their 19th birthday to promote ALG. Includes envelope. (ref no LSC-P-NAT-080026)
- **ALG Reminder Card** The size of a credit card carrying useful information to assist the learner in applying for ALG. This card also includes the website address and helpline number. (ref no LSC-P-NAT-080058)
- **ALG Reminder Card Holder** A counter display card carrying up to 50 of the above reminder cards (ref no LSC-P-NAT 080059)
- **A4 Laminated Quick Reference Guide** to be used as a desk aid, providing a high level overview of scheme eligibility (ref no LSC-P-NAT 080073)

- **Application Form** for learners to complete to apply for ALG (ref no LSC-P-NAT-080049)
- **Financial Help for Adults** A small booklet giving outline information about the financial help available to adults (19+) in learning (ref no LSC-P-NAT-070147).

The leaflets and posters can be viewed and downloaded from the LSC Campaign Resources website at http://217.160.210.43/lsc_campaignresources/

Printed copies of materials can be ordered by contacting LSC Publications as follows. Please quote the relevant reference number when ordering.

**Post:**
LSC Publications
PO BOX 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ

**Phone:** 0845 602 2260
**Fax:** 0845 603 3360
**Minicom:** 0845 603 3360
**Email:** lsc@prolog.uk.com
For further information

Further information on the scheme is available from the following sources:

Learning providers can contact the Learner Support Service (LSS) for advice in administering the scheme on: 0845 600 7979.

Learners should be directed to the Learner Helpline on 0800 121 8989

Alternatively the LSS can be contacted via e-mail at: ALG@liberata.com
Annex 1 – The learner journey

The following section covers the journey of a prospective ALG learner from initially finding out about the scheme, through to receiving payment. The chart also indicates which stakeholders will input at key stages.

Learner seeks information about ALG

Information is available from the following sources:
- Learner Support Service (LSS)
- Learning Providers
- learndirect
- Jobcentre Plus (Specifically help around receipt of ALG and other benefits)
- nextstep (for learners over 20 years old)
- Connexions (for learners aged up to 20 years old)

Learner applies for ALG

Support for applicants is available from the following sources:
- LSS – Call handlers from the LSS will guide learners through the application process, learners can apply online or complete a partial application via telephone.
- Learning Providers – Learning Providers are encouraged to support learners in applying for the scheme, walking learners through the process, where necessary.
- learndirect – will offer support and advice to learners in applying for the scheme.

The learners application is assessed by the LSS

Based on the information provided on the Application Form and the supporting evidence the learner’s eligibility is assessed. If the learner is successful they will be sent a Notice of Entitlement (NoE). If the learner’s application is unsuccessful they will be informed and the reasons why explained.

Learner takes the NoE into the Learning Provider

On receipt of the NoE the Learning Provider will assess whether the learner’s chosen programme of study meets the scheme eligibility rules. The Learning Provider confirms this on the Learning Provider Portal (LPP) and enrols the learner.

The learner begins to receive weekly payments

Once enrolled the Learning Provider submits attendance data to the Learning Provider Portal (LPP), if attendance is satisfactory the learner receives their LGA payment.
Annex 2 – Scheme roles and responsibilities

The following section expands on the chart shown in Annex 1. It covers the roles of stakeholders in detail.

In setting out these roles and responsibilities, the LSC acknowledges that individual learning providers may choose to deliver ALG in slightly different ways. These roles and responsibilities are therefore recommendations and not prescribed ways of working.

**Learning Providers**
- Provide general advice and support to learners about ALG and helping learners complete their application forms, where appropriate;
- Comply with ALG procedures as set out in this Guidance and in the ALG application pack. In particular to confirm that the learner is studying for their **first** full level 2 or **first** full level 3 qualification;
- Provide feedback to the LSC on any policy or delivery issues that arise;
- Brief teaching and non-teaching staff about ALG and ensure scheme standards continue to be met;
- Monitor learner attendance and report to the Learner Support Service (LSS);
- Deal with queries from learners about the withholding of ALG payments because of failure to meet attendance and Notice of Entitlement criteria;
- Maintain auditable records relating to ALG learners, i.e. attendance reports, learning agreements etc;
- Integrate publicity of ALG with usual enrolment publicity;
- Inform the LSS of any changes in primary contact details for ALG.

**LSC at a national level:**
- Develop and communicate to key stakeholders national ALG policy and process;
- Work with the Department of Innovation, Universities and Skills (DIUS) on policy and strategy issues;
- Work with the LSS to ensure learners receive the best possible service;
- Work with key stakeholders to ensure that the scheme’s policy is effectively implemented and that it continues to develop to meet the needs of learners and partners;
- Develop and manage a national marketing and communications strategy and supporting materials, which can be adapted for regional/local use;
- Structure and co-ordinate events, such as national conferences, regional workshops, briefing sessions.

**LSC at a regional and area level:**
- Disseminate support materials for key stakeholders aimed at encouraging best practice and continued scheme development;
- Lead regional and area level steering groups giving key stakeholders the opportunity to discuss issues and share best practice. This might be as part of a wider Learner Support steering group, rather than ALG specific;
- Inform the national LSC ALG team of any known changes of primary contacts in ALG co-ordinator positions in the LSC at area or regional level or in learning providers;
- Liaise with prospective ALG learning providers to establish whether they meet the criteria for ALG eligibility and notify the national LSC ALG team if so.
**Learner Support Service (LSS)**

- Provide advice and guidance to learners on ALG application process, whether via hard copy forms or online, and payments and offer advice on other forms of applicable Learner Support;
- Provide advice and guidance to key stakeholders on the effective implementation of the scheme;
- Process applications, assess eligibility and notify successful and unsuccessful applicants;
- Make accurate payments to learners in line with learning provider decisions via the Learning Provider Portal (LPP);
- Provide and maintain Management Information systems to facilitate effective monitoring of the programme.

**Partners offering Information, Advice and Guidance, for example Connexions, learndirect and nextstep**

- Discuss courses with potential ALG applicants and advise them of the scheme eligibility criteria;
- Raise awareness of ALG and other financial support that may be available with potential learners;
- Be available to offer support to the learner throughout their learning programme;
- Where applicable, refer prospective ALG applicants on to the LSS;
- **learndirect only** – despatch ALG application packs to learners on request.

**Jobcentre Plus**

- Signpost ALG to appropriate clients as a possible alternative to benefits;
- Work with the LSS and LSC to ensure that applicants for ALG have come off the above benefits before receiving ALG;
- Help learners identify and secure work to complement their ALG studies.
Annex 3 – Outline application process

Learner Support Service (LSS) acknowledges receipt of the application using the learner’s preferred method of communication indicated on the application form.

LSS generates a unique reference number which will be included in all communications from the LSS to the learner.

LSS will check the application form for completeness and to ensure that all supporting evidence has been included. If information is missing the LSS will contact the learner by their preferred means of communication to obtain it.

LSS will assess the application form against the eligibility criteria for the scheme and will notify the learner of the outcome.

At this stage the LSS will send eligible individuals a Notice of Entitlement (NoE), previously known as a Learning Agreement. This document will also include the Learner Contract which should be taken by the learner to the provider. Following receipt of the Learner Contract the provider can enrol the learner onto the Learning Provider Portal (LPP). The Learner Contract is split into sections A and B. Part A will be retained by the learner and Part B retained by the provider.

The NoE will include:

- The amount of ALG the learner will receive on a weekly basis;
- Confirmation of the income thresholds used for the assessment for the learner (and their partner, if applicable);
- Confirmation of the level of study ALG will be payable for, depending on the prior qualifications declared by the learner;
- Confirmation of the learner’s bank account details;
- Some brief details on scheme payments and scheme eligibility;
- LSS points of contact.

The Learner Contract will include:

- The period of the ALG Agreement;
- The Learners ALG reference number;
- Learner forename and surname;
- A declaration section where the learner and the learning provider sign to state that learning goals and attendance patterns have been agreed;
- LSS telephone contact details.

The above details, in conjunction with the prior qualifications stated on the application form will demonstrate that the applicant will gain their first full Level 2 or first full Level 3 on completion of their course.

Learning providers should use the details on the NoE to enrol the learner on to the Learning Provider Portal (LPP). It is important that the provider confirms the level of qualification and number of GLHs the learner will be attending, as a final eligibility check. No payments will be made to the learner until all details have been added to the LPP.

The NoE is an auditable document.

Non eligible learners will receive a rejection letter from the LSS, including the reasons for rejection. This will also set out their rights to appeal and advise them of other sources of help that may be available to them.
Annex 4 – ALG adding a learning provider process

LSC Actions

Request is made by a learning provider to the LSC/Learner Support Service (LSS) to be added to the list of ALG providers

LSC/LSS refer the learning provider back to the local LSC

Request is made by a learning provider to the LLSC to be added to the ALG list of providers

LLSC check the PIMS/AMPS databases to see if the learning provider is LSC funded

Is the learning provider LSC funded?

Yes

LLSC complete the Excel pro-forma. Providing these details to the LSC ALG team and confirming that the provider is valid

ALG team confirm or query with the LLSC over the addition of the learning provider

Not OK

LSC Learner Support inform LSS that the learning provider should be added to the ALG database of providers

LSC action ends (The next page indicates LSS actions)

No

LLSC respond to the learning provider to explain they are not eligible to administer the scheme

OK

ALG team pass the details on to the Learner Support MI Team, to update the learning provider details and to the Learner Support Correspondence Team to distribute the necessary Application Forms

LSC action ends (The next page indicates LSS actions)
Learner Support Service (LSS) Actions

Learner Support Contract Management Team send the completed ALG pro-forma on to the Learner Support Service (LSS)

LSS adds details to the Learning Provider Portal (LPP) and activates any outstanding applications

LSS contact the Learning Provider by e-mail to confirm their authorisation to administer the scheme. Included are:
- The completed pro-forma
- Guide to the provider role
- Guide to weekly attendance reporting
- Links to ALG Guidance
- LSS contact details

Contents of the pro-forma are accurate
- No further action for the Learning Provider

Contents of the pro-forma are inaccurate
- Learning provider should contact the LSS to amend details accordingly

LSS amends details on Learning Provider Portal (LPP) accordingly and asks the Learning Provider whether they have any outstanding issues

LSS Provider Line will contact the Learning Provider to resolve any outstanding issues

ALG adding a Learning Provider Process complete
Annex 5 – Guidance on LSC audit arrangements for ALG

Background
1. The following provides guidance to providers on the LSC audit arrangements of ALG payments to learners. It includes recommended best practice which has been informed by audit findings since the beginning of the scheme in 2003.

Methodology
2. In recognition of the need to minimise the administrative burden on providers, it is proposed generally to conduct a LSC audit of ALG as an integral part of the existing audits at colleges and other providers. Therefore, ALG audits will usually take place at the same time as routine audits such the Learner Eligibility and Existence audits or Funding audits.

3. A short ALG audit programme has been developed which will be applied consistently at all providers that administer ALG payments. The audit programme involves an overview of the key controls over the administration of ALG payments and testing of a random sample of learners’ weekly payments across a chosen defined period (usually a month).

Controls Review
4. Through discussions with appropriate members of staff, LSC auditors will identify and evaluate controls over the management and administration of ALG payments by completing a short questionnaire. This will help the auditors to establish what controls are in place and how effectively they are working. The following key areas will be reviewed:

- General management and administration arrangements for ALG including details of any off-site provision such as sub-contracting and the recording, input, storage and security of data relating to ALG payment submission and authorisation;
- Ensuring that only eligible learners are enrolled by the provider;
- Completion of the ALG Notice of Entitlement (NoE) document to confirm final course and qualification details, attendance requirements, minimum guided learning hours and the agreed outcomes;
- Recording and reporting of attendance data, including authorised and unauthorised absence, notification of payment/non-payment decisions;
- Advising and reporting to the Learner Support Service (LSS) of any factors that may influence ALG payments or corrective actions.

Substantive Testing
5. A random sample of payment transactions will be tested for validity to evidence held by the provider. These tests will cover the same generic areas as the controls work detailed above, that is:

- General management controls and sub-contracting;
- Eligibility;
- Learner Contract completion;
- Attendance recording;
- Adjustments/recoveries;
- Accuracy and reliability of data.

6. As part of the substantive testing, we would expect the following evidence to be available (and held by the provider or it sub-contractor) in order to meet the above criteria. It must be noted that the below is a guideline and depending on the nature of the control systems operate by provider other acceptable evidence may be held which has not been mentioned below:

- Copies of the learner’s Notice of Entitlement (NoE) letter confirming the agreed amount of funding for the academic year;
- Copies of the NoE signed by the learner and learning provider confirming fulfilment of guided learning hours;
- Current and archived evidence of learner attendance to determine appropriate authorisation and reconciliation of payments issued;
Evidence of backdating of payments as authorised by the learning provider to the LSS (if applicable);

Evidence of recoveries action (if any) undertaken resulting from overpayments.

Feedback and Reporting

7. LSC auditors aim to discuss audit findings with the auditee as the work progresses and usually hold a formal meeting at the end of the fieldwork. As well as detailing any findings, auditors will endeavour to support providers by giving recommendations for improvement to processes controls if necessary.

8. Part of the rationale for the controls work, made reference to in section 3, is to enable auditors to gain understanding of how providers control the administration of ALG payments to learners. Where errors are found, auditors will try to identify where controls have been broken down or failed to operate as intended, so that meaningful and value-added recommendations can be made.

9. A formal audit report will be issued that covers all the audit work carried out, including ALG payments.

Summary of Common Pitfalls

10. A number of recurring issues have been identified at previous ALG audits, and are summarised below:

- Eligibility checks: providers do not check that each learner meets the ALG eligibility requirements prior to enrolling the learners and/or do not hold documentation to confirm that the eligibility checks have taken place;

- A recurring weakness is that providers do not always have a clear documented attendance policy for staff and learners including guidance on authorised and unauthorised absences;

- Some providers do not hold complete attendance evidence to support all the weekly payments decisions for all the learners. There are two main aspects to this – attendance evidence is missing or incomplete and occasionally the attendance evidence held contradicts the payment decision made by the provider;

- Occasionally, learners have been identified at audit who are ineligible to receive ALG because they are in receipt of other excluded government funding such as Job Seekers Allowance.

Recommended Best Practice

11. **Audit Trail.** Auditors will want to review evidence that providers should already hold as part of their established systems and processes for delivering learning. This is sometimes referred to as ‘normal’, or ‘naturally occurring’ evidence. Therefore, in the interests of cutting unnecessary bureaucracy, auditors will not expect to see additional evidence prepared specifically for ALG, because appropriate underlying evidence to support attendance payments should already be held by providers.

12. **Eligibility.** When providers enrol learners onto their learning programmes, the provider is responsible for checking that the learners are eligible to participate in learning. It is recommended that the ALG eligibility check is completed at the same time. Providers should retain evidence to support their eligibility assessment. This is particularly important when confirming that learners meet the residency criteria. An eligibility checklist is included at the end of this annex, for learning provider’s reference.

13. **Attendance – Authorised and Unauthorised Absences.** In order to help learners understand their attendance requirements, providers should have a documented attendance policy which includes authorised and unauthorised absences.

Retention of Documentation

14. The following documentation for each learner should be retained for audit inspection for six years following the end of the 2008/09 ALG year (i.e. 31 July 2014):

- Learning Agreements (prior to the 2008-09 Academic Year, when they are replaced by the NoE);

- Notice of Entitlements;

- Attendance evidence to support each weekly payments decision.
**ALG Audit Checklist**

It is recommended that the following checklist is completed and retained by providers for each learner at their enrolment.

<table>
<thead>
<tr>
<th>Eligibility Criteria</th>
<th>Confirmed: Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner is aged 19 or over</td>
<td></td>
</tr>
<tr>
<td>Learner is undertaking their first full level 2 or level 3 approved qualification</td>
<td></td>
</tr>
<tr>
<td>Learner fulfils the ALG residency criteria</td>
<td></td>
</tr>
<tr>
<td>Learner’s course started and continues between 01/09/08 and 31/08/09</td>
<td></td>
</tr>
<tr>
<td>Learner is in full-time learning (450 guided learning hours per annum) at a LSC funded learning provider in England</td>
<td></td>
</tr>
<tr>
<td>Learner is not in receipt of other excluded government funding</td>
<td></td>
</tr>
</tbody>
</table>

**Learner is eligible to receive ALG payments**

| Completed By:                                                                          |                   |
| Position:                                                                             |                   |
| Date:                                                                                 |                   |