

**Key College  
Learner Welfare and Support Policy**

**Department: Key College**

**Approval Route: Lifelong Learning Committee**

**Frequency of Revision: Annual**

**Associated Procedures:**

**Attendance**

**Tutorials**

**Learner Reviews**

**Bursary Procedure**

<b>Version</b>	<b>Date Approved</b>	<b>Reason for Update</b>
<b>1</b>	<b>June 2023</b>	
<b>2</b>	<b>5 June 2024</b>	Regular review
<b>2a</b>	<b>19 July 2024</b>	Improve clarity on linked policies and procedures.
<b>3</b>	<b>June 2025</b>	Regular Review

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## **Policy statement**

YMCA Key College helps learners to achieve qualifications as well as supporting them to raise their aspirations and self-esteem by developing employability, self-awareness, and life skills. The aim of this policy is to ensure that every learner is supported to achieve their full potential throughout their programme of study to achieve their learning aims and progression goals.

There are many ways that we do this including but not limited to:

- Attendance and punctuality monitoring.
- Tutorial and learner review support.
- Access to learner Bursaries.
- Providing sound careers advice and guidance.
- Offering a programme of enrichments.
- Learner handbook.
- Volunteers supporting with health and wellbeing and mental health support.
- Targeted support for young people.

## **Attendance and Punctuality**

YMCA Derbyshire Key College believes that good attendance and punctuality are essential if learners are to learn effectively and reach their full potential. Everyone in YMCA Key College strives to provide a welcoming, caring, and safe environment where every student feels valued.

YMCA Derbyshire Key College aims to achieve good attendance and punctuality by working in collaboration with learners, parents, carers, guardians, and relevant external agencies.

All staff in YMCA Key College set rigorous targets for attendance and have high expectations for punctuality. The protocols and monitoring procedures used ensure high expectations set for learners. A systematic approach is used to gather and analyse attendance related data. Individual attendance is closely monitored, and targets are reviewed regularly. The importance of good attendance and punctuality is supported by celebrating positive attendance. We also celebrate achievement through end of year achievement celebration events.

Where individual learners have identified problems, these will be handled with care and sensitivity to support the student and the family.

Please see below for the Attendance and Punctuality procedure.

The Learner support and welfare policy links closely to the Teaching, Learning and Assessment Improvement policy, the Learner Behaviour Management & Anti-Bullying policy, and the Safeguarding and Prevent policies.

## Tutorials

Tutorial support is an essential element of a learner's journey whilst at YMCA Key College as it supports their personal and academic development. YMCA Key College is committed to providing a high-quality learner review entitlement. It seeks to ensure that all learners have access to the Information, advice and guidance to support their programme of study.

The tutorial programme is designed to ensure that learners are given sufficient support and development opportunities to enable them to succeed on their programme of study. It provides all learners with a personalised programme of learning and develops learners' wider skills, attitudes, and behaviours, and ensures that they are supported in their vocational programme of study. Our aim is to develop our learners' cultural capital to enable them to become active, and positive members of their society.

The tutorial programme covers a wide range of essential topics aimed at learner growth and development.

Every learner has:

- A **named course/personal tutor** who will be responsible for supporting the progress and personal welfare of the learner, encouraging and helping them to participate in the life of the YMCA Key College.
- **An individual learning agreement and progress targets** which will be maintained and regularly updated by the course/personal tutor in discussion with the learner and recorded on Cognisoft.

Tutorials are part of each learners' timetable and will run on a rolling programme on a four-week cycle:

- Week 1 – Group tutorial
- Week 2 – Individual learner reviews
- Week 3 – Individual learner reviews
- Week 4 – Individual learner reviews

Group tutorials will cover a wide range of topics which will help to develop learners' life skills, self-esteem and knowledge for the workplace and wider world. Examples of this could be:

- British Values,
- Environmental responsibility.
- Safeguarding and Prevent,
- Recycling.
- Keeping safe online,
- Equity and Diversity,
- Healthy eating.
- Careers guidance.
- Team building.
- Dealing with conflict.
- First aid.

Individual learner reviews are offered on a one-to-one basis at a designated time. They will complement and support the learner tutorials procedures.

Fundamental to the policy are the following:

- **Learner Reviews are everyone's responsibility.** Induction planned learner reviews, information advice and guidance/support are a shared responsibility across all the Key College staff.
- **The entitlement is not an addition to the main programme of study.** The induction, review and personal learning planning process that sets and monitors individual's learning aims, goals and progression routes will be experienced by the learner as a seamless process integrated into their main learning programme.
- **Learners will be placed on the right programme.** At the application stage to centres will meet with learners to discuss the course structure, content and progression opportunities. This activity will ensure that before the initial six-week period has been completed and an induction has taken place, the learner will be on the right programme of study. Learners will be given advice and support to ensure that they are on the right programme at the right level and transferred as soon as possible if a different programme is identified and agreed. Learners will only be introduced onto a programme of study on set induction weeks to support them to integrate. As part of the induction process within this first session they will cover the core skills for the vocational area.
- **Each learner will have an Individual Learning Plan (ILP).** This will be used as a structure for learners and staff to set, record and monitor agreed targets to ensure successful achievement of the programme of study and qualification. To ensure access for all learners, consideration will be given to individual needs.

The advice and support form part of YMCA Derbyshire's commitment to increase and widen participation in learning, to improve the quality of teaching and learning and to promote the quality of learning opportunities for all learners regardless of individual differences.

### **16 to 19 Bursary Fund summary**

YMCA Key College will ensure all learners are made aware and given access to apply for the 16 to 19 Bursary Fund should they be eligible for this. The 16-19 bursary fund provides financial support to help students overcome specific barriers to participation so they can remain in education.

There are 2 types of 16 to 19 bursaries:

- A vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups.
- Discretionary bursaries *which can be awarded* to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

YMCA Key College is responsible for managing both types of bursaries within the context of its DfE contract. Students who want to apply for support from either bursary fund will make an application through the centre administrator at their main delivery site.

Eligibility criteria is clarified within the bursary procedures along with processes for applying for and receiving funding.

### **Careers information, advice, and Guidance (CIAG)**

Key College commits to ensuring that students of all ages and abilities have access to impartial careers information, and guidance and that there are appropriate and meaningful opportunities and encounters for students to develop the knowledge, skills and self-awareness needed to make successful choices. By these means we aim to increase the individual's chances of leading a happy and fulfilled working life, contributing to the health of the economy and of society and to build our learners cultural capital.

Our key aims and commitments are to:

- Build confidence in our students.
- Help students to identify their goals.
- Motivate and inspire students to raise aspirations.
- Inform students about the full range of education, training and employment opportunities available to them.
- Promote the best interests of students.
- Provide our service in an impartial manner.
- Provide meaningful encounters within the workplace, working environments and employers.
- Provide an embedded programme of careers education and guidance.
- Ensure inclusivity of service for all students.
- Encourage parental input.
- Provide a range of tailored resources to support our learners, including CV workshops and job application support.

### **Additional support:**

Volunteers from external organisations will support our learners with career progression and developing our learners to fulfil their potential.

External speakers and medical professionals will be used to deliver impartial advice and guidance to our learners across all centres.

The committee for Lifelong Learning will support with identifying the impact of our wellbeing offer to our learners.

Support will be sources for providing our learners with mock interviews.

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**Enrichments**

A broad balanced timetable of enrichments will be offered to all learners to access whilst at Key College. These will be linked to their programme of study but will also support their personal development and well-being.

Learners will be consulted regarding enrichments they would like to access, as well as being offered a programme that is responsive to their needs and working with local partners to offer a range of opportunities.

Learner needs will be identified periodically through one to ones, tutorials, learner surveys, soft & essential skills analysis as well as additional sources.

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

This policy will be reviewed annually or earlier in the event there is a change in legislation or for reasons of good practice.

**Key College  
Attendance and Punctuality Procedure**

**Department: Key College**

**Approval Route: Lifelong Learning Committee**

**Frequency of Revision: Bi - Annual**

Version	Date Approved	Reason for Update
V1		Transition from policy to procedure
V2		Updated as part of annual review.

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**Registration**

Attendance is registered at the beginning of each session. A student is late for a session if they arrive more than 15 minutes after the start of the class.

### **Tracking attendance**

The Training and Education Administrators track and monitor attendance and punctuality. Relevant managers are informed of arising issues on a weekly basis and a formal report submitted to the Training and Education Management Team monthly. Tutors and Managers monitor attendance on a weekly basis. All actions taken to track attendance are logged so that they can be used as supporting evidence as required.

Learner attendance is a routine agenda item in leadership and team meetings, including a separate learner attendance meeting monthly with the Head of Training and Education and the centre managers.

### **Absences**

All absences will be followed up.

Daily absences for identified learners are followed up within one and a half hours of the start of the session on the first day of absence, or as soon as possible. The most appropriate and effective means of communication is used e.g., text, phone, email. If administrators and managers are unable to make contact or have received no explanation for absence after 3 days a formal letter will be sent home.

### **Authorised and unauthorised absences**

All unexplained absences will be marked as unauthorised. The relevant Manager will judge whether absences that are explained can be judged to be authorised or unauthorised. All absences explained by the learners must be confirmed by a parent/carer/appropriate responsible adult. Examples of the type of explanation that cannot be authorised:

- Waiting for a maintenance person to visit the home
- Routine doctor's appointment
- Routine dentist's appointment
- Driving lessons
- Any non-urgent appointment that could be arranged for another time

### **Holidays during the course.**

YMCA Derbyshire Key College discourages learners from going on holiday during their time of study other than during designated holiday periods.

Learners should formally request additional holiday if required at least two weeks in advance and it is at the discretion of the relevant Manager whether this is approved.

### **Interventions.**

Learners who are identified as needing targeted intervention work could be highlighted through several routes and for several reasons. These could be from tutors, support tutors, or managers. It could be for a variety of reasons such as safeguarding, history of poor attendance etc. Each student's needs will be looked at individually by the managers working with their tutors and appropriate support put in place.

Tutors are expected to initially begin an attendance/behaviour action plan with the identified learner where a concern is raised. If the tutor is unsuccessful in improving a learner's attendance or behaviour following an initial action plan the tutor should then inform the centre manager who will support and facilitate a meeting with parents/



guardians. At this process the manager will also review actions previously taken. This should occur if improvement has not been made against targets after a two-week period. Each aspect of a learner's programme is tracked independently to identify patterns and consistent areas of none attendance.

## **Punctuality**

Key College sets high expectations around punctuality as it is viewed as an important life skill for our learners. However, staff recognise that for some of our learners, sensitivity and an individual approach needs to be taken to support them to develop this skill. It is the responsibility of the appropriate tutor with a managers support to make appropriate interventions for individual learners to improve punctuality.

A student is late 15 minutes after the start of a session. An appropriate member of staff will contact the learner and/or their parent/carer/guardian at the earliest opportunity to establish reason for lateness, check the safety of the learner and encourage attendance if feasible. The tutor responsible for the session will decide an appropriate time for the student to join the class. In practical environments such as catering this may mean that the student must wait on the grounds of health and safety, for a convenient break in the session.

## **Monitoring and Evaluation**

- Key College targets are set at the beginning of the year (August 1<sup>st</sup>).
- Any student who falls below 85% will follow the appropriate intervention process.
- Individual student targets will be set within 2 weeks of their start.
- Key College Administrators will monitor progress on a weekly basis and report to relevant manager.
- The relevant manager or tutor is responsible for ensuring that registers are completed daily.
- Any concerns around attendance and/or poor punctuality will be escalated through an action plan initiated by the tutor. If this is unsuccessful the tutor will then engage the centre manger for support.
- Attendance is an agenda item at all team meetings and at the Lifelong Learning Leadership meetings.
- Separate monthly meeting between centre manager and Head of training and education focussing solely on attendance.

## **Role of the YMCA Key College Administrators:**

- Design and set up electronic registers and support and train relevant staff on the use of the registration system.
- Discuss weekly cumulative attendances for all learners between tutors and Key College managers.
- Produce monthly reports showing actual attendance against target attendance for all learners and forward these to the Director of Lifelong Learning and Key College Managers on the first working day of each month.
- Each month produce a report showing actual attendance and punctuality for groups and for the whole department and forward to all Key College Managers by the first working day of each month.
- Carry out appropriate analysis of attendance data in line with the requirements of the Education Inspection Framework
- Review and develop electronic register processes at least twice a year.

## **MONITORING AND REVIEW OF PROCEDURE**

This procedure will be reviewed every two years or earlier for reasons of good practice.

### **Key College Tutorial/review Procedure**

**Department: Key College**

**Approval Route: Lifelong Learning Committee**

**Frequency of Revision: Bi - Annual**

<b>Version</b>	<b>Date Approved</b>	<b>Reason for Update</b>
V1		Transition from policy to procedure
V2		Updated as part of annual review.

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### **Tutorial/Reviews delivery**

As part of their Study Programmes learners will be entitled to receive one to one reviews at the following intervals:

- Informal reviews at weeks 1, 2, 3, 5 and 6
- Formal reviews at weeks 4, 8, 16, 24, 32, 36, 38 and exit
- Soft & essential skills questionnaire and analysis conducted quarterly.
- Next Steps Action Plan – week 28.

This is the minimum number of reviews that a learner on a 40-week programme of study is entitled to although more can be added if this is deemed necessary to appropriately support the learner.

Learners on a 40-week Study Programme can expect:

- A named person or persons who will carry out their reviews.
- A comprehensive induction programme to enable them to settle into their studies.
- The minimum number of 1:1 reviews as outlined above.
- Key information for study support and progression opportunities embedded into their Study Programme.
- Information at Induction and throughout their programme on how to access personal support either from the organisation or from external agencies.

Relevant information about the learner's progress and support needs to be provided by relevant staff ahead of all reviews.

## **Responsibilities**

The manager within each team is responsible for:

- Identifying the tutor/tutors responsible for carrying out learner reviews.
- Ensuring that all actions from audits are monitored and actions to improve implemented.
- Ensuring that all relevant staff contribute to the individual learner target setting and review process.
- Ensuring that the entitlement of learners is met in full.
- Ensuring that those with responsibility for learner reviews maintain up to date records.
- Ensuring that there are effective communication channels within the team to identify and meet the specific learning needs of learners who require additional learning support and other support to achieve their qualification.
- Ensuring that learners identified 'at risk' are monitored and appropriate actions, meetings or referrals are made.

The Head of Training and Education and Education Managers will:

- Ensure that Learner Review records are monitored to ensure compliance and quality through audits using Training and Education checklists.
- Ensure that appropriate staff development identified by line managers is delivered in a timely manner.

- Ensure that observations of learner reviews take place as part of the observation of teaching, learning and assessment process and appropriate action points are drawn up.

Tutors who carry out reviews are responsible for:

- Ensuring that all reviews are carried out in a timely manner and in line with the scheduled requirements as outlined above.
- Ensuring at each 1:1 that previous targets are reviewed with support/advice provided to individual learners on how they can improve their performance. This will include specific reference to attendance and punctuality with actions to improve as necessary.
- Increasing the frequency of 1:1 reviews for learners identified as 'at risk'.
- Ensuring that learners are actively encouraged to set and review their own targets understanding how these should be SMART.
- Ensuring that all learner reviews take place at timetabled slots. In exceptional circumstances alternative arrangements should be agreed with the centre manager at the review planning stage.
- Ensuring that learner reviews do not disrupt learning or cause distraction to other learners.
- Ensuring that learner reviews are conducted in a confidential environment.
- Ensuring that all staff teaching on the learner's programme contribute to the review process by providing relevant and required information before the review takes place.
- Ensuring that sufficient time and space is made available for the learner review.
- Ensuring that parents/carers/guardians are given the opportunity to attend the learner's review (formal).
- Ensuring that a schedule of times/dates for learner reviews is kept up to date and posted on the shared drive and sent to the relevant manager/ Head of Service on request.
- Ensuring that if a learner misses a review that the review takes place at the earliest opportunity and not wait until the next scheduled review.
- Ensuring that the learner has a copy of each review so that they can refer to targets set.
- Ensuring that all learner review records are legible, accurate and stored confidentially.
- Ensuring that a copy of the review is made available to the relevant parent/carer/guardian.

## **MONITORING AND REVIEW OF PROCEDURE**

This procedure will be reviewed every two years or earlier for reasons of good practice.

**Key College  
Learner Bursary Procedure**

**Department: Key College**

**Approval Route: Lifelong Learning Committee**

**Frequency of Revision: Annually**

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**Eligibility criteria: all bursaries**

**1. Age**

To be eligible to receive a bursary in an academic year the student must be aged 16 or over but under 19 at the 31st August that falls in that academic year.

Students aged 19 or over are **NOT** eligible for the *vulnerable groups* bursary.

Students aged 19 or over are, however, eligible to receive a discretionary bursary if they have an Education, Health and Care Plan (EHCP) or are on a course they started when they were under 19.

**2. Residency**

Students must meet the residency criteria in the [DfE funding regulations](#) for post-16 provision in the academic year. (That document also specifies the evidence YMCA Key College must see and retain for audit to confirm eligibility for study on DfE-funded provision in the UK.)

**3. Eligible education provision**

Per DfE guidance, to be eligible for the 16 to 19 Bursary Fund students must be participating in provision that is subject to inspection by a public body that assures quality (for example Ofsted), and the provision must also be funded directly by DfE or by DfE via a local authority, or otherwise publicly funded and lead to a qualification (up to and including level 3) accredited by Ofqual, or be pursuant to Section 96 of the Learning and Skills Act 2000.

**Specific groups of students: eligibility questions**

**1. Learners aged under 16**

YMCA Key College will only use bursary funding to support learners aged 16 or over.

**2. Young offenders**

Young offenders can apply for a bursary if they are serving a non-custodial sentence (but not if they are serving a custodial sentence) or have been released early from a custodial sentence (but not if released on temporary license) or have been remanded to a non-secure institution (but not if they have been remanded to a secure institution).

YMCA Key College should provide in-kind support to young offenders rather than cash wherever possible.

**3. Accompanied asylum seeking children (under 18 with an adult relative or partner)**

As long as an asylum seeker has not had their application for asylum refused, YMCA Key College can provide *in-kind* student support such as books, equipment or a travel pass. Under no circumstances can YMCA Key College give cash to any asylum seeker unless they are an unaccompanied asylum-seeking child.

#### 4. Unaccompanied asylum-seeking children.

Unaccompanied asylum-seeking children are looked after children and are eligible for a vulnerable bursary because they are in care.

When these young people reach legal adulthood at age 18, YMCA Key College must consider their immigration status. If the asylum claim is decided in their favour, then they are *care leavers* and as such, they continue to be eligible for a vulnerable bursary until they reach 19th birthday. If an asylum claim is not supported and appeal rights exhausted, an individual has no entitlement to public funds.

##### **Discretionary bursaries**

YMCA Key College receives discretionary bursary funding allocations from the DfE that are managed directly by YMCA Key College. YMCA Key College decides which students are eligible for help and what help they receive, in line with DfE guidance and YMCA Key College's own policies and procedures.

To be eligible for the discretionary bursary, students must be facing individual financial barriers to participation. YMCA Key College can make discretionary bursary awards to students to help them overcome the individual barriers to participation they face, for example help with the cost of transport, meals, essential books and essential equipment. YMCA Key College will decide which students receive a discretionary bursary and how much they receive, depending on each student's circumstances. YMCA Key College Training and Education Managers must not make blanket or flat rate payments to all students.

Learners from households where the *original gross* income of the *household* is more than £40,000 will not normally receive support through the discretionary bursary, but YMCA Key College may pay discretionary bursary to such a learner under exceptional circumstances.

##### **Vulnerable bursaries**

To be eligible for the vulnerable bursary, students must be in one of the defined vulnerable groups:

- Looked after child (under Section 20 or Section 31 of the Children Act 1989)
- Care leavers (previously looked after for a period of 13 weeks, either consecutively or periods amounting to 13 weeks, which began after the age of 14 and ended after the age of 16)
- In receipt of Universal Credit *because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and living with them such as a child or partner.*
- Receiving Personal Independence Payments in their own right as well as Universal Credit in their own right.

Learners who are in one or more of the groups above can apply for Key College to draw down a vulnerable bursary of up to £1,200, (if they are participating on a study programme that lasts for 30 weeks or more - YMCA Key College will draw down a pro-rata amount for students on study programmes of less than 30 weeks per the basis outlined in the published guidance from the DfE).

For vulnerable bursaries, YMCA Key College draws down funding (by submitting a funding claim) from the DfE when students who meet the vulnerable bursary criteria have been identified. We are responsible for assessing if students are eligible for Key College to draw down a vulnerable bursary payment on a learner's behalf and for retaining evidence to support the decision. We are required to submit a funding claim online to the DfE to draw

down vulnerable student bursary funds once eligibility is confirmed. YMCA Key College will submit the claims before the deadline for the funding claim windows.

The vulnerable bursary can be paid for each academic year the student is in education or training, as long as they continue to meet the scheme eligibility criteria.

YMCA Key College can provide more than £1,200 for a vulnerable student, if we assess they need extra help to remain in education. Any payments over the £1,200 must be paid from our discretionary bursary allocation or from YMCA Key College's own funds.

Equally, YMCA Key College may decide that although a young person may be eligible for a vulnerable bursary because they are in one or more of the defined vulnerable groups, they do not have any actual financial need and so are not eligible on that basis. For example, their financial needs are already met and/or they have no relevant costs.

## **1. Foster care, including privately arranged foster care**

A young person placed with a foster carer by the local authority, including where the foster carer is on the books of an independent fostering agency, is classed as looked after. They are in a defined vulnerable group ('in care') and would be eligible for help from the vulnerable bursary if they have a financial need.

A child who is privately fostered (in other words, a private arrangement is made between the parent and the person who will care for the child) is not classed as a looked after child and is not eligible for the vulnerable bursary.

In some instances, a young person may have been in the care of the local authority and the care transferred to another party via a permanent form of fostering such as a Special Guardianship Order. In these circumstances the young person is defined as having left care so is now a care leaver if they meet the 13 weeks in the definition. They are eligible for help from the vulnerable bursary if they need financial support to participate.

## **Identifying vulnerable students**

YMCA Key College is responsible for identifying students in the defined vulnerable groups. Centres should be aware that students who are in care or are care leavers might be reluctant to say so because of fear of being stigmatised and should ensure confidentiality to reduce these concerns. For example, Training and Education staff should tell students how their information will be used and shared and should not put students in a position where they are publicly identified as receiving a vulnerable bursary.

YMCA Key College can take the initiative to identify students eligible for the vulnerable bursary by working with the local authority's looked-after children's education services and care leaver services to help and encourage students to apply for a bursary.

## **Evidence of eligibility**

YMCA Key College must obtain proof that students are eligible for a vulnerable bursary. Centre staff should ask for evidence from each student and retain copies for audit purposes. For example:

- For students who are in care or a care leaver, written confirmation of their current or previous looked-after status from the relevant local authority - this is the local authority that looks after them or provides their leaving care services. The evidence could be a letter or an email but must be clearly from the local authority.



- For students in receipt of Universal Credit, an online copy of their Universal Credit Award notice. They must be entitled to the benefit in their own right. They must also provide additional documentation to confirm their independent status, for example a tenancy agreement in the student's name, a child benefit receipt, children's birth certificates, utility bills etc.
- For students receiving Universal Credit and Personal Independence Payments, a copy of the student's Universal Credit award from DWP (UC claimants will be able to print off details of their award from their journal). Evidence of receipt of Personal Independence Payment, must also be provided.

### **Young people in the defined vulnerable groups who don't require bursary funding**

In some cases a young person might be eligible for a vulnerable bursary because they are in one or more of the defined vulnerable groups, but their financial needs are already met and/or they have no relevant costs.

For example, a student in local authority care whose educational costs are covered in full by the local authority.

If the student still wants to claim a vulnerable student bursary, YMCA Key College will consider the particular circumstances in each case and assess whether no bursary should be awarded (because the student has no financial needs), or to award a reduced amount of bursary (because the financial help needed is limited).

In these instances, YMCA Key College will clearly explain to all parties the aim of bursary funding and why no bursary is being awarded or why a reduced bursary is being drawn down.

YMCA Key College will state in the application form that there is possibility of no award, or a limited award, of the vulnerable bursary being the outcome of an application. This ensures all parties are clear that meeting the vulnerable bursary criteria does not automatically mean funding will be given.

### **16-19 learner bursary application process:**

- 1) A bursary application form, updated each year, is given to each student at enrolment.
- 2) The bursary application form is returned (ideally on first day of induction).
- 3) If bursary eligibility is recognised this is recorded on sILR under *FAM*.

### **Bus fare.**

Learners can only access bus fare if they have brought back the bursary form.

- a) Bus fare is recorded on the relevant cash voucher (VB or DB), tickets stapled to back.
- b) In order that we can get a total of what is being paid to which learner over the year, the information is entered into the **busfare databases**.
- c) When the end of the cash voucher is reached, a photocopy is kept for Key College's records and original sent to Finance.

### **Other items**

- a) If approved, item then purchased through the company credit card (or other means).
- b) Item and cost are logged in **bursary item log** as purchased for that learner out of their bursary entitlement.

### **Lunch**

A separate log is kept logging non-FMFE learners who are provided with food and the cost of the food comes from their bursary entitlement. Learners are not provided with cash in any circumstances as this is now a cashless system.

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**Audit requirements**

All information is kept for 6 years in line with DfE audit requirements.

**Monitoring and review of procedure**

This procedure will be reviewed every two years or earlier for reasons of good practice.